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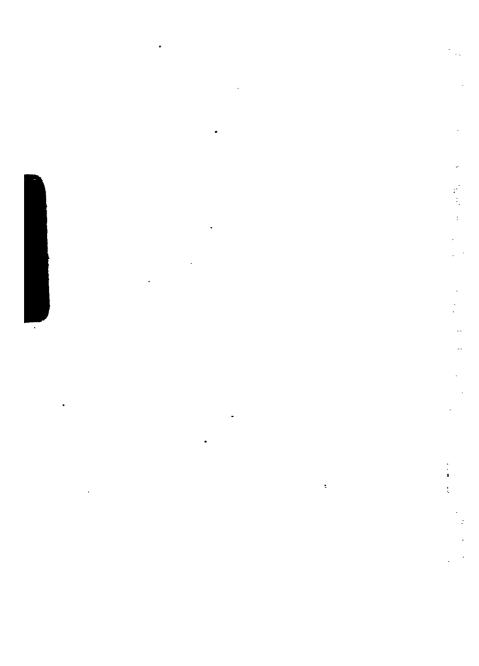
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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE ...

CITY OF NEW BEDFORD,

TOTAL WITH SHE

Superintendent's Annual Report,

For the Year 1890.

WEW DEDFORD.

CONTENT PRODUCTING CONTENT, PRINTING TO THE COTT.

1501.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

DESCRIPTION OF THE

Superintendent's Annual Report,

For the Year 1890:

New Digitions:

10 Manual Company Princes of the Certified.

696807

In School Committee, December 1, 1890.

Voted, That the Secretary of this Committee make the Annual Report.

REPORT OF THE SECRETARY.

By direction of the School Committee, I submit to our fellow-citizens the following Report for the year 1890.

STATISTICS.

POPULATION.

The population of the city (census of 1880) was	26,875
The population of the city (census of 1885) was	33,393
The population of the city (census of 1890) was	40,705

II. SCHOOL CENSUS.

School census, May, 1888 (children between 5 and 15 years of age), 6,208 School census, May, 1890 (children between 5 and 15 years of age), 6,833

SCHOOL CENSUS BY WARDS, 1890.

Ward One,	2,007
Ward Two,	713
Ward Three,	677
Ward Four,	439
Ward Five,	686
Ward Six,	2,311
	6,833

Increase in the number of pupils in the city between the ages of five and fifteen, for two years, 625.

A state law requires the census of children between the ages of five and fifteen to be taken each year during the month of May. Upon this enumeration of children the apportionment of state aid for school purposes is made to cities and towns. The cost of taking this census in New

Bedford is about three hundred dollars a year, for which no monied return is made from the state fund, as cities of the size and valuation of this city are excluded from the apportionment. The city receives, however, under state law, a large sum of money for school purposes each year from the proceeds of the dog tax, and a sum can well be spared each year from the dog fund for the school census.

This census has been taken in the city with all the care possible, and undoubtedly the returns are quite accurate. The shifting character of a certain portion of the population, and the different nationalities represented, make it, however, a difficult matter to enumerate the children with absolute accuracy. The figures, therefore, represent rather less than more of the actual number of children of the enumerated ages who are in the city, although the actual number belonging in the schools shows an increase that corresponds very closely to the increase shown by the census.

III. SCHOOLS.

High,		1
Training,		1
Grammar,		4
Primary,		12
Country,		5
Mill,		2
Farm,		1
Total,		26
	IV. SCHOOL BUILDINGS.	

Total,	26
IV. SCHOOL BUILDINGS.	
Number buildings owned by the city,	25
ROOMS USED FOR SCHOOL PURPOSES (DAY SCHOOLS), INCLUDING	HALLS
AND RECITATION ROOMS.	
High,	17
Training,	9
Grammar,	38
Primary,	57

SCHOOL REPORT.	5
Mill,	4
Country,	7
Rooms unoccupied,	9
Total,	141
Rooms used for both day and evening schools,	20
Rooms used for evening drawing schools,	3
Total,	23
V. SEATS.	
Number seats occupied:	
High,	343
Grammar,	1,465
Primary,	2,477
Training,	287
Mill,	112
Country,	219
. Total,	4,903
VI. TEACHERS.	
Whole number in service December 19, 1890:	
High school,	14
Training school,	15
Grammar schools,	41
Primary schools,	52
Country schools,	7
Mill schools,	4
Special teachers,	5
Temporary assistants,	2
Evening schools,	48
Total,	188
VII. PUPILS. DAY SCHOOLS, 1890.	
Whole number pupils enrolled of all ages,	5,853
Average number pupils belonging,	4,609
Average daily attendance,	4,100
Per cent. of attendance,	89
Number of half-days' absence,	193,316
Number cases of tardiness,	14,287
Number cases of dismissal,	15,239

Number cases truancy reported by teachers,	244
Number cases of corporal punishment,	1,222
Half-days' absence of teachers,	1,498
Number cases tardiness by teachers,	147
Number visits made the schools by Superintendent,	481
Number visits made the schools by Committee,	693
Number visits made the schools by parents and others,	2,810

EVENING SCHOOLS.

	Boys.	Girls.	
Whole number pupils enrolled,	1,263	730	1,993
Average number belonging,			900
Average nightly attendance,			653
Per cent. of attendance,			73
Total nights' absence,			18,606
Number cases of tardiness,			2,972
Number visits made by Committee,			95

EVENING DRAWING SCHOOL (Fall term).

Boys.	Girle.	
69	15	84
		64
		57
		89
		20 0
		1
		3
		Boys. Girls. 69 15

PRIVATE SCHOOLS.

	Boys.	Girls.	
Whole number enrolled during year,	960	1,101	2,061
Average number belonging during year,			1,722
Average daily attendance,			1,478
Per cent. of attendance,			86

The enrollment of pupils in the schools exceeds that of any other period in their history, notwithstanding the withdrawal of large numbers into parochial schools during the past few years. The whole number returned for the year was 5,853, an increase of 157; the average number belonging, 4,609, an increase of 389; the average daily attendance, 4,100, an increase of 175. The ratio of atten-

dance to average number belonging was but 89 per cent., in comparison with 93 per cent. of the preceding year. This decrease in per cent. of attendance is largely attributable to the epidemic of la grippe in the months of January and February, and of measles in certain districts later in the year.

The statistics for the private and parochial schools are furnished by the courtesy of those in charge of those various institutions in the city. Although the returns may not be accurate in all cases, especially in regard to the enrollment, they approximate closely, without doubt, the attendance upon those schools.

COST OF INSTRUCTION PER SCHOLAR.

It has been the custom in all previous Reports to give under this head the cost based upon the average number belonging to each school, and the amount expended for hire of teachers, for fuel, care of school houses, books, and supplies, except those furnished from the income of the Howland fund, the term "care of school houses" including only the salaries of janitors. I shall make that part of the Report as usual, but shall also give the cost, by departments, of each pupil, based on the average number belonging and the total sums expended for the maintenance of each department during the year. This last computation will be the basis upon which tuition of non-resident pupils will be collected.

Table 1. This table is computed, as in former Reports, on the items classified above.

for the year has been	\$ 48.94
Grammar schools:	
Fifth street,	24. 63
Middle street,	23.80

8 SCHOOL REPORT.

Parker street,	\$22.0 6
Thompson street,	19.59
Harrington Training school,	20.23
Primary schools:	
Acushnet avenue,	15.92
Cedar street,	15.42
Cedar Grove street,	16.52
Dartmouth street,	21.23
Fourth street,	14.35
Grove,	12.00
Linden street,	17.82
Merrimac street,	19.80
Maxfield street,	19.24
Thompson street,	14.76
William treet,	20.23
Cannonville,	18.43
Country schools:	
Acushnet,	29.97
Clark's Point,	22.36
North,	20.43
Plainville,	33.24
Rockdule,	19.71
Mill schools,	
North mill,	32.22
South mill,	27.61
Evening schools:	
Cedar Grove street,	8.10
Central 2 months)	7.97
Fifth street,	6.07
Merrimae street,	9.62
Parker street	11.72
Evening drawing,	19.79
The average cost of maintenance of a	
Grammar school pupil, Primary school pupil,	822.89
	17.00
Country school pupil,	25.87
Mill school pupil,	29.93
Evening school pupil,	7.89
Evening drawing school pupil,	19.79

Table 2. Tuition table, based on total expenditures for each department.

High school,	\$ 50.63
Grammar schools,	25.31
Primary schools,	20.52
Country schools,	29.07
Mill schools,	30.97
Evening elementary schools,	9.07
Evening drawing school,	23.97
Average cost for a day school pupil,	\$ 24.63
Average cost for an evening school pupil, including drawing	
school,	9.72

EXPENDITURES.

RECEIPTS.

Annual and special appropriations:		
For Teachers' salaries,	\$84,000.00	
Incidentals (including text-books and sup-		
plies),	32,000.00	
Repairs of buildings (including Da tmouth		
street furnishing; ventilation at Fourth		
street; heating apparatus and plumbing		
at Merrimac street; curbing school yard		
at Middle street),	8,750.00	\$124,750.00
PAYMENTS.		
For Teachers' salaries,	\$83,902.26	
Incidentals (including text-books and sup-		
plies),	31,287.39	
Repairs of buildings (including Dartmouth		
street furnishings; ventilation at Fourth		
street; heating apparatus, plumbing, and		
heating apparatus at Merrimac street;		
curbing school yard at Middle street),	8,749.00	123,938.65
Balance,		\$811.95
DOG FUND.		
Balance, January 1, 1890,	\$2,026.7 8	
Received, February, 1890,	1,268.56	\$ 3,295.34
Expenditures,		656.10
Balance,		\$2,639.24
•		

Received from non-resident pupils, \$817.49
Received from sale of sundry articles, 20.75 \$838.24

The amount received for tuition of non-resident pupils, \$817.49, and the amount received for books, etc., sold, \$20.75, have been paid to the City Treasurer, and placed to the credit of unappropriated funds. There seems to be no valid reason why the money received each year by the school department for items as stated above, should be placed to the account of unappropriated funds, while other departments are credited with the amounts they receive from various sources, except the fact that a city ordinance so provides.

The whole amount expended for the year 1890 exceeded that for 1889 by \$6,030.48, distributed as follows:

Pay of teachers, \$2,002.26
Repairs, ventilation, and furnishings of new school house, \$4,028.22 \$6,030.48

It is not because the salaries of teachers have been raised to any extent that the salary account appears larger. A few salaries only have been raised, notably in the High school. The increase is due to the employment of a few more teachers in the regular corps to care for the increase of the number of pupils. An examination of the schedule of teachers employed December 25, 1890, shows less names on the pay rolls than a year before; but owing to the fact that more regular and less special teachers are employed, the aggregate of the pay-roll is larger.

The other large item of increased expenditure is the repair account. This has been caused by the attempt of the Committee to improve the heating and ventilating in several school houses, and in furnishing new rooms opened during the year. The ordinary expenditures in this account have not been much larger than usual.

It is evident that the sum total of expenditures in the city for school purposes must increase from year to year,

if the school population grows, even if other conditions remain the same. But the latter is not a fixed quantity. The state is continually enacting statutes which add to school expenses,—for example, the recent laws relating to ventilation and compulsory attendance in day and evening schools.

New Bedford does not pay extremely high salaries to her teachers. In fact, the rate of wages in the elementary schools here are lower than those of many New England cities of her wealth. The average cost per pupil is less than many cities that offer no higher advantages in their schools. By the state report of last year New Bedford ranks 277 in a list of 351 cities and towns in relation to the percentage of taxable property appropriated for school purposes.

A wise administration of any kind of business is not usually a niggardly one. A true economy consists in a judicious outlay that brings adequate returns. It is the prerogative of the children who attend the schools that they shall be provided with healthful surroundings and such as shall in some measure stimulate their sense of the true and beautiful; that they shall be provided with such instruction as will develop their latent powers in a manner to fit them to cope successfully with the world under its present conditions. That this may be accomplished, buildings properly situated, suitably lighted, heated, ventilated, and furnished are required; able teachers also must be employed, and such can be had and retained only by paying good salaries.

The cost of educating a child in the schools to-day is greater than it was even twenty years ago. It is fitting that it should be so. The world is demanding more of people in every sphere of life than ever before, and the schools are trying to meet this demand. The school department is administered, however, with the same careful oversight that has always distinguished it.

SYLVIA ANN HOWLAND EDUCATIONAL FUND.

Balance of income on hand, Jan. 1, 1890, Interest for the year,		\$1,408.14 3,000.00
Total credit, Expenditures for the year,		\$4,408.14 4,013.75
Balance on hand, Jan. 1, 1891,		8 394.39
Cost of books and supplies during the year 1890, Cost of books and supplies in stock, January 1, 1890,	8 4,013.75	\$4,1 11.98
Cost of books and supplies charged to schools, 1890,	8 3,997.77	, ,
Cost of books and supplies in stock, January 1, 1891,	114.21	\$ 4,111.98

Disbursements to the several schools and otherwise are as follows:

High school,			\$3 54.36
Fifth street gran	nmar s	chool,	418.33
Middle "		"	297.79
Parker "		"	601.17
Thompson street	t gram	mar school,	226.01
Harrington Train	ning so	chool,	633.79
Thompson street	t prima	ary school,	70.27
Linden "	٠.	"	35.91
Merrimac "		66	48.04
Maxfield "	"	66	30.79
Cedar "		66	46.66
Acushnet avenue	e ''	**	36.81
William street	"	**	42.93
Fourth "	• 6	66	62.74
Dartmouth stree	et "	46	58.06
Grove	• •	66	10.13
Cedar Grove stre	eet "	66	57.60
Cannonville	"	66	47.66
Acushnet		"	187.89
North		46	29.41
Clark's Point		66	48.03
Rockdale		66	52.47
Plainville		"	37.02
North mill		"	2.87
South "		**	8.81
Farm		"	5.81

Express and freight,	\$ 60.71	
Periodicals,	53.81	
Pedagogical library,	48.85	
Covering books,	120.26	
Care of musical instruments,	236.25	
Sewing materials,	6.14	
Object supplies,	20.39	
Stock on hand, January 1, 1891.	114.21	84,111.98

The appropriations from the income of this fund have been applied to the same general purposes as in previous years. There have been some extraordinary expenses, however, which have reduced the balance to be carried to another year to a smaller figure than usual. These unusual expenses consisted in the amount paid for a grand piano for the Harrington Training school, and the amounts paid for furnishing several rooms opened during the year with wall maps, globes, and similar apparatus.

An important change was made during the year in relation to the supplementary reading, which is purchased entirely from this fund. Lists of books suitable for such reading were prepared by the Superintendent and committees appointed from the teachers. These lists were presented to the sub-committees of the School Committee having the departments in charge, and were approved by them. All books for supplementary reading must now be selected from these lists, and thereby a better class of books is being placed in the schools than formerly.

The Howland fund is of incalculable benefit to our schools. Illustrative apparatus, reference books, and a variety of reading matter through its agency are placed at the disposal of the teachers, enabling them to give life and vigor to their instruction, and to broaden its scope. It is also used to supply the schools with pictures for the walls, musical instruments, and other things whereby the æsthetic tastes are cultivated. If the curriculum should

be extended so as to include any other forms of manual training than are now attached to it, or to include scientific physical training for the pupils, this fund will afford peculiar advantages by which such additional instruction may be made successful.

DETAILED STATEMENT.

OUTLAY BY THE SCHOOL COMMITTEE FROM THE INCOME OF THE SYLVIA ANN HOWLAND FUND, FROM JANUARY 1, 1890, TO JANUARY 1, 1891.

BOOKS AND PERIODICALS.

American Book Company,	\$206.25	
Appleton, D. & Co.,	2.38	
Boston School Supply Co.,	86.44	
Bradley, Milton & Co.,	2.86	
Barnes, A. S. & Co.,	1.87	
Bay State Pub. Co.,	1.60	
Educational Pub. Co.,	124.75	
Educator, The,	3.00	
Faunce, Charles L.,	6.00	
Ginn & Company,	187.47	
Hutchinson, H. S. & Co.,	651.23	
Heath, D. C. & Co.,	228.46	
Houghton, Mifflin & Co.,	20.57	
Harper & Bros.,	3.24	
Kellogg, E. L. & Co.,	28.50	
Knowlton, D. H. & Co.,	6.00	
Lee & Shepard,	163.49	
Lippincott, J. B. & Co.,	20.90	
Leach, Shewell & Sanborn,	3.67	
Mason, Perry & Co.,	131.09	
New England Publishing Co.,	7.50	
School Herald Publishing Co.,	26.50	
Small, Willard,	16.88	
Silver, Burdett & Co.,	13.54	
Stockin, A. C.,	3.89	
Schoenhof, Carl,	7.84	
University Publishing Co.,	24.63	
Wakefield, N. S. & Co.,	6.75	
Ware, Wm. & Co.,	8.00	\$ 1,995.30

SCHOOL REPORT.		15
PEDAGOGICAL LIBRARY.		
Appleton, D. & Co.,	\$1.10	
Educational Publishing Co.,	1.50	
Ginn & Company,	.63	
Lee & Shepard,	1.82	
Maynard, Effingham & Company,	.84	
Small, Willard,	42.96	\$4 8.85
MUSIC DEPARTMENT.		
Boden, E., Jr., piano,	8 475.00	
Ditson, Oliver & Company, pitch pipes,	25.03	
Peirce, George, care of organs and pianos,	236.25	
Silver, Burdett & Co., music books,	112.53	848.81
,		010.01
DRAWING DEPARTMENT.		
Bradley, Milton & Co., drawing paper,	\$7.20	
Hayes, N. P., scissors,	5.00	
Prang Educational Co., drawing models,	22.00	
Perry, George S., drawing models, scissors,	25.00	59.20
SEWING DEPARTMENT.		
Bliss & Nye, hamper,	\$ 2.75	
Haskell & Tripp, sewing materials,	6.14	8.89
BINDING AND COVERING BOOKS.		
Bates, Olivia, covering books,	\$ 21.45	
Holden Book Cover Co., book covers,	34.72	
Hatch, William E., cash paid for covering books,	2.40	
Kane, D. J. & Bro., binding books,	66.90	
Lawton, Louise, covering books,	19.60	
Merrick, Emma J., covering books,	21.45	
Perry, George S., covering paper and mucilage,	82.75	
Potter, Frances, covering books,	2.15	
Taber, Alice, covering books,	7.30	258.72
PRIMARY DEPARTMENT.		
Anthony. E. & Sons, reward cards,	\$ 5.00	
Boston School Supply Co., Grubé cards,	14.00	
Bliss & Nye, stone jars,	2.25	

Bradley, Milton & Co., object supplies,	811.12		
Dews, Edwin, language pictures,	2.00		
Educational Pub. Co., object supplies,	.80		
Hammett, J. L., object supplies,	56.19		
Hutchinson, H. S. & Co., twine,	1.75		
Haskins, E. P., repairing chart,	.25		
Perry, Geo. S., object supplies,	32.68		
Tompkins, I. B., Jr., object supplies,	2.15	\$ 128.19	
CYCLOSTYLE SUPPLIES.			
George II. Richter,		25 53	
APPARATUS.			
Adams, Charles F., camera, views, and frame,	\$ 31.45		
Bliss, George H., apparatus,	2.10		
Denham, E. F. B., stencils,	1.60		
Eimer & Amend, chemical apparatus,	.70		
Ginn & Company, globes,	41.20		
Haskins, E. P., fractional frames,	15.00		
Hammett, J. L., globe,	6.00		
Pierce & Sowle, cotton line,	.10		
Richter, George H. & Co., neostyles,	54.40		
Ritchie, E. S. & Sons, physical apparatus,	10.64		
Richards. George D., measures,	9.15		
Roberts & Fellows, camera slides,	19.20		
Sullings, Kingman & Co., supplies,	6.55		
Sherman, C. R. & Sons, supplies,	1.80	199.89	
EXPRESS AND FREIGHT.			
Gardner, T. M.,	\$ 18.10		
Gray, Charles A.,	6.70		
Hatch & Co.,	31.10		
O. C. R. R. Co.,	1.76		
U. S. Express Co.,	2.55	60.21	
MISCELLANEOUS.			
Boston School Supply Co., charts and easels,	825.00		
Bay State Publishing Co., reference maps,	56.00		
Barnes, A. S. & Co., map drawing blanks,	.39		
Heath, D. C. & Co., outline maps,	22.58		
Hayes, N. P., scissors,	3.50		

Kellogg, E. L. & Co., map stencils,	\$1.20	
Lumbard, Anna M., pictures,	3.38	
McFarlin, James, moving piano,	6.00	
Prang Educational Co., historical charts,	7.60	
Pierce & Bushnell, framing pictures,	12.97	
Silver, Burdett & Co., maps,	95.70	
Western Publishing Co., geographical charts,	145.84	\$380.16
		84,013.75

TEXT-BOOKS AND SUPPLIES.

STATEMENT.

Cost of books and supplies purchased during 1890, Cost of books and supplies in stock, January 1, 1890,	8 4,651.20 778.64	\$ 5,429.84
Cost of books and supplies charged to schools in		
1890,	\$ 4,195.36	
Cost of books and supplies in stock, January 1, 1891,	1,226.05	
Cash receipts from sale of books and supplies,	8.43	\$ 5,429.84

The cost of books and supplies furnished the several schools in detail for the year 1890 is as follows:

			Books.	Supplies.
High school,			\$ 211.86	\$ 390.31
Fifth street gramma	ır sch	ool,	220.93	266.66
Middle street "			252.35	186.36
Parker street "			464.20	214.41
Thompson st. "			211.18	100.29
Harrington Training	ζ		112.25	103.48
Acushnet avenue pr	imary	school,	35.62	69.15
Cedar street	"	**	20.95	48.30
Cedar Grove street	"	**	12.92	51.58
Cannonville	"	6.	13.31	15.42
Dartmouth street	66	"	36.03	55.51
Fourth street		**	13.17	65.12
Grove	**	"	19.98	31.87
Linden street			27.48	25.85
Merrimac street	"	66	6.80	35.14
Maxfield street	"	**	7.80	41.20
Thompson street	**	**	17.80	47.45
William street	"	•6	5.59	37.46
North mill		66	15.79	11.40

South mill		school,	\$ 15.57	89.79
Acushnet			52.00	27.02
Clark's Point		66	20.21	13.41
North		**	25.40	11.03
Plainville		"	10.07	. 7.70
Rockdale		"	25.31	29.76
Cedar Grove street evening "		38.97	23.72	
Parker street	"	• • •	18.82	10.35
Fifth street	44	66	42.17	8.95
Merrimac street	44	66	3.75	4.70
Central	44		2.43	1.34
Evening drawing				258.96
Farm		"	.73	12.31
Office Superintendent of Schools,		8.32	9.60	

\$1,969.76 \$2,225.60

The average cost per pupil in the different departments of the schools for books and supplies has been as follows:

High school,	\$1.81
Grammar schools,	1.30
Primary schools,	.39
Country schools,	1.08
Mill schools,	.69
Average for day schools,	.816
" evening elementary schools,	.17
" evening drawing schools,	4.04

While many states are still wrestling with the "free textbook question," in Massachusetts there seems to be a feeling which is well nigh universal that it has proven beneficial to the schools to have the books and supplies furnished free to the pupils.

With no restriction placed upon the teachers as to supplies, except the general one that there shall be no waste, the cost of books and supplies during the past year averages but \$0.81 per pupil; in the evening elementary schools, \$0.17. The large cost per pupil in the evening drawing school, \$4.04, was due to the purchase of a number of sets of fine drawing instruments. These will last many years, and this fact should be considered in estimating

the cost; also the fact that the sum total expended for this school was not large, although the rate per pupil is, as the cost is figured on a small number of pupils.

While it is true that the application of the "free text-book law" has been successful in Massachusetts, it is especially true in respect to the following: 1. The economy of cost, that is, the low cost per pupil at which the cities and towns are able to furnish the books and supplies to the pupils compared with what it formerly cost the parents.

2. The economy of time which comes from the schools being supplied promptly with the materials for work. New Bedford, however, does not furnish a fair example of the working of the law. By having the Howland fund to draw upon we are enabled to be very generous in the matter of books and supplies and yet keep the cost of those furnished from the regular appropriation down to a low figure.

Admitting that the law is successful in its operation does not affect the principle that is involved. The tendency towards paternal legislation on the part of the state has its dangers. The claim that was made by the friends of the "free text-book law," when advocating its passage, that the pupils would take better care of the books as property of the city than as the property of their own, has not proven true. They seem to take it as a matter of course that books and supplies should be furnished free. It is only by constant watchfulness on the part of the teachers and the other school authorities that serious loss is prevented. Parents should impress upon their children their duty in caring for all school property, and should coöperate most heartily with the school authorities in their efforts to preserve it.

Respectfully submitted for the several committees.

WM. E. HATCH,

Secretary.

In School Committee, December 29, 1890.

On motion of Capt. Howland:

Voted unanimously, That the thanks of this Board be and are hereby tendered to His Honor, Mayor Walter Clifford, for the dignity, urbanity, and impartiality that has ever characterized his acts as chairman of this Committee. In vacating the chair that he has so honorably filled, this Committee begs to assure him that its best wishes go with him, and it trusts that all his future endeavors may be crowned with success.

On motion of Mr. Washburn:

Voted unanimously, That the thanks of this Board are hereby tendered to Mr. Pitman, the Vice-Chairman of this Committee, for the faithful, courteous, and efficient manner in which he has performed the duties of his office.

On motion of Mr. Hillman:

Voted unanimously, That the thanks of this Committee are hereby tendered the Secretary for the efficient and agreeable manner in which he has performed the duties of his office.

On motion of Mr. Tompkins:

Voted unanimously, That we desire to express our regret that we are to lose the services of so many old members, men who have been conspicuous for their faithful labor, and whose uniform courtesy and kindness has endeared them to us. We wish them in their retirement that rest that comes from a consciousness of having carefully performed the tasks that were imposed upon them.

The retiring members were Messrs. Washburn, Eldridge, Hillman, and Haskins.

NEW BEDFORD HIGH SCHOOL GRADUATION EXERCISES, JUNE 27, 1890.

PRAYER.

- 1. SONG, "The Watch by the Rhine." (Carl Wilhelm.)
- 2. SALUTATORY ADDRESS,

William H. Atwood.

3. BOURNE PRIZE ESSAY, "The Tournament," Harriet N. Hyatt.

MUSIC.

- 4. PART SONG, FOR FEMALE VOICES, "Loveliest Violet." (Carl Reinecke.)
- 5. ORATION. "Lincoln at Gettysburg," Andrew M. Bush, Jr.
- 6. CLASS HISTORY,

Annie C. Ricketson.

MUSIC.

- 7. CHORUS, "Hark the Vesper Hymn." (Sir John Stephenson.)
- 8. PRESENTATION OF DIPLOMAS, by his Honor, Mayor Clifford.

MUSIC.

9. PARTING SONG,

Class of '90.

10. VALEDICTORY ADDRESS, "Substance versus Shadow," Lottie M. Allen.

PARTING SONG.

WORDS BY HELEN L. BONNEY. MUSIC BY GEORGE W. NEEDHAM.

Time, on thy pinions light speeding,
Winging along thy swift flight,
Thou, who thy children art leading,
Bid'at us leave school days so bright.
School ties we now sadly sever,
Leave scenes familiar forever,
Yet we'll forget them, ah! never;
Memory will hold them for aye.

Passing one more of life's stages,
Close we the book of the past;
Turning to fair open pages,
Bound in a future so vast.
Both from its gladness and sorrow,
Strength for life's task we may borrow;
Making the joy of to-morrow
Illumine the gloom of to-day.

God's hand forever is guiding
Through light and shadowy ways;
May His sweet presence abiding,
Bless all our dim future days.
Forth into life we are going;
Hope's star before us is glowing,
On us true courage bestowing.
Yet '90 sings sadly "Farewell."

GRADUATES.

No steps backward.

Arthur Stone Ashley, William Henry Atwood, Everett Clifton Brennand, Andrew Marcellus Bush, Jr., Charles Marshall Cunliffe, William Frederick Dammon, Charles Prescott Emerson. Daniel Taber Hillman, Leonard Clifton Lapham, Harry Topham Macomber, James Stowe Macomber, George William Needham, George Everett Noble, Thomas Joseph Rogers, Frederick Slocum, Lottie May Allen, Kate Josepha Bartlett, Irene Mayhew Bassett, Jennie Clarke Bates, Laura Moulton Benjamin, Helen Lucretia Bonney, Lizzie Maria Briggs, Grace Allen Caswell, Annabelle Chubbuck, Harriet Love Cornell, Hattie Seabury Davis, Ethel Washburn Denham, Dora Amanda DeWolf, Florence Ella Forbes,

Julia Crocker Gifford, Lillie Ann Heap, Elizabeth Heppenstall. Helen Curtis Hervey, Berta Naomi Holcomb. Blanche Russell Howland, Julia Arnold Hunt, Harriet Newton Hyatt, Sarah Elizabeth Kelley, Isadore Brown Lee, Martha Jane Lee, Ida May Lewis, Sadie Lowe, Annie Clapp Milliken, Caroline Bradford Nye, Helen Augusta Parker, Rosalie Parlow, May Annette Parsons, Ruth Emma Pease, Julia Mason Pilling, Medora Livingstone Poole, Alice Maria Purrington, Bertha Dickinson Reed, Anna Collins Ricketson, Fannie Matthews Spooner, May Eleventh Stetson, Edna Foster Tobey, Gertie Evelyn Tripp, Ruth May Tripp,

Carrie Frances Washburn.

RECIPIENTS OF CERTIFICATES.

Alice Gertrude Anthony,

Gertrude Alice Smith.

Passing one more of life's stages,
Close we the book of the past;
Turning to fair open pages,
Bound in a future so vast.
Both from its gladness and sorrow,
Strength for life's task we may borrow;
Making the joy of to-morrow
Illumine the gloom of to-day.

God's hand forever is guiding
Through light and shadowy ways;
May His sweet presence abiding,
Bless all our dim future days.
Forth into life we are going;
Hope's star before us is glowing,
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Carrie Frances Washburn.

RECIPIENTS OF CERTIFICATES.

Alice Gertrude Anthony,

Gertrude Alice Smith.

NEW BEDFORD PUBLIC SCHOOLS.

RATES OF TUITION FOR NON-RESIDENT PUPILS, 1891.

	First Term.	Second Term.	Third Term.	For the Year.
High school,	817.71	812.67	820.25	8 50.63
Grammar schools,	8.85	6.33	10.13	25.31
Primary schools,	7.18	5.14	8.20	20.52
Ungraded schools,	10.17	7.29	11.61	29.07
Evening drawing school,	1	1	, ,	23.97

Tuition is payable in advance either at the office of the Superintendent of Schools, or at the schools where the pupils attend. All bills will be sent from the office of the Superintendent of Schools.

RULES GOVERNING TEACHERS' SALARIES.

The maximum salaries for the various grades are as follows:

Principals of grammar schools,	\$1,800 to \$2,000
" primary "	600
Assistants in grammar schools,	550
" primary "	500

The salary of a Primary School Principal of a four-room building is \$550 per year, which is increased at the rate of twenty-five dollars for each additional room. The salaries of assistant teachers in the grammar and primary grades are increased at the rate of twenty-five dollars per year until the maximum salary is reached.

High	schoo	ol Principal,	\$2,750
66	"	Sub-Master,	1,600
44	44	Teacher of Sciences,	1,500
		Lady Assistants,	900
Train	ing so	chool Principal,	1,300
•		" Assistant,	700
Ungr	aded s	chools, 400	to 700
Supe	rvisor	of Drawing in primary and grammar schools,	1,200
Teac	her of	Drawing in High school.	550
Supe	rvisor	of Music,	1,700
Teac	her of	Sewing,	525
		Assistants,	270

4

DEPARTMENT OF PUBLIC SCHOOLS.

BRIEF DESCRIPTION OF THE SCHOOL HOUSES, WITH THEIR ACCOMMODATIONS AND CONDITIONS.

-	schools.	Material.	No. of Stories.	No. of School Rooms.	No. of Recitation Rooms.	No. of Assembly Halls.	No. of Seath.	CONDITION.
	Acushnet avenue,	Brick,	3	6			313	Good.
	Acushnet,	Wood,	2	100	i			New.
	Cedar street,	Wood,	2	6				Good.
4	Cedar Grove street,	Brick,	3	8			296	Good.
õ	Cannonville,	Wood,	2	2				Fair.
6	Clark's Point,	Wood,	1	1			30	Fair.
. 7	Dartmouth street,	Wood.	2	6	1		287	New.
8	Fifth street,	Brick,	3	10		1	480	Good.
9	Fourth street,	Wood,	2	6			260	Fair.
10	Farm,	Wood,	1	1				Fair.
	Grove,	Wood,	2	4	3.0			Poor.
	High school,	Brick,	3	9	7	1		Good.
	Harrington Memorial,	Brick,	3	9		1	385	New.
14	High street,	Wood,	1 2	2				Old and poor; not used.
15	Kempton street,	Wood,	2	4				Old and poor;
16	Linden street,	Wood,	2	4		100	200	Old and fair.
	Middle street,	Brick,	3	9		1	376	Good.
18	Merrimae street,	Brick,	2	6		12.		Good.
19	Maxfield street,	Brick,	2	14			203	Good.
	North,	Wood,	1	1			42	Good.
	Parker street,	Brick,	3	12		1	636	Good.
	Plainville,	Wood,	1	1		-	28	Fair.
	Rockdale,	Wood,	1	2			55	Fair.
	Thompson street,	Brick,	3	11		100	483	New.
	William street,	Wood,	2	4			174	Old and poor.

DEPARTMENT OF PUBLIC SCHOOLS, NEW BEDFORD, MASS. 2

Total Enroll. Tammar, 425 315.7 332.2 315.7 Arterage No. Belonging. Arterage No. Training, 313 292 254 317.9 471.8 332.1 325 1,233 1,219 31.2 254 31.1 12,935 1,235 1,353 1,319 31.2 254 31.1 12,935 1,235 1,323 27.0 or cases. St. grammary, 313 292 254 387 15,500 1,736 396 1,219 primary, 313 292 254 387 3,301 350 1,319 97 1,329 1,329 1,329 1,329 1,319 1,319 97 1,	SCHOOL.			1	:	-			1		-	ľ		-	-
High, st. grammar, 477 332.2 315.7 95 3,301 501 1492 Fifth st. grammar, 452 407 377 926 11,818 1,355 1,353 1,853 1,873 1,874 1,875 1,875 1,223 879 1,874 1,874 1,875 1,975 1,875 1,875 1,975 1,						Days'	10	10	Truancy.	No. Cases of Corporal Punishment.	НаИ Days Теасрете were Absent.	Times Teachers were Tardy.	No. Visits by	No. Visits by Members Committee.	Yo. Visits by Parents and Others,
Fifth st. grammar, 452 407 377 .926 11,818 1,355 1,353 Middle st. grammar, 425 361.4 328.6 .911 12,925 1,223 879 Parker st. grammar, 264 517.2 167.8 .917 12,925 1,223 879 Parker st. grammar, 264 517.2 167.8 .89 7,349 288 287 Acushnet av. primary, 316 272 254 .87 15,600 1,736 596 Cadar st. primary, 31 198.6 198.6 .89 9,376 361 331 Cedar Grove st. primary, 231 206 182 .88 10,666 255 1,750 Cannonville primary, 231 206 182 .88 8,719 346 467 150 Carch st. primary, 385 222 .88 11,920 873 481 151 Crove primary, 387 282 282 11,920 873 481 151 Crove primary, 385 222 .88 11,920 873 481 151 Crove primary, 171 147 131 .90 5,983 461 478 Maxheld st. primary, 188 166 146.4 .88 7,620 569 454 Thompson st. primary, 188 166 146.4 .88 7,620 569 454 Clark's Point, 262 216 .83 1,760 119 113 26.2 216 .83 1,760 119 113 26.2 216 .83 1,009 66 355 Rockdale, 21 14, 14, 14, 14, 14, 15, 18, 18, 18, 18, 10,009 66 35 Rockdale, 21 18 17.4 14,7 85 1,087 134 49	lgh.	477	332.2	315.7	1	3,301	501	1,492	1	-	121	63	1	105	1.000
Middle st. grammar, 425 361.4 328.6 .911 12,925 1,223 879 Parker st. grammar, 643 517.9 471.8 .917 17,430 2,013 1,219 Thompson st. grammar, 262 187.2 167.8 .89 7,349 285 Racushnet av. primary, 241 218.6 193.6 .89 9,376 361 331 Cedar st. primary, 241 218.6 193.6 .89 9,376 361 331 Cannonville primary, 27 67.8 .86 10,666 255 1,750 Cannonville primary, 27 66.8 .84 3,915 354 467 Grove primary, 27 256 222 88 1,920 873 481 Grove primary, 385 245 214 .88 12,170 1,282 3,249 Linden st. primary, 385 245 214 .88 12,170 1,282 3,249 Martiala st. primary, 261 269 176 .84 13,117 509 880 William st. primary, 261 209 176 .84 13,117 509 880 William st. primary, 261 209 176 .84 13,117 509 880 William st. primary, 261 209 176 .84 13,117 509 880 North, 39 33 30 1,09 66 35 Rockdale, 43 36.8 30.6 .82 2,551 101 37 Plainville, 117.4 14.7 .85 1,087 134 49	Bt.	155	407	377		11.818	1,355	1.353	21	78	99	17		88	234
Parker st. grammar, 643 517.9 471.8 .917 17,430 2,013 1,219 Thompson st. grammar, 262 187.2 1678 .89 7,349 288 287 Acushnet av. primary, 241 218.6 193.6 .89 9,376 361 331 Cedar Grove st. primary, 241 218.6 193.6 .89 9,376 361 331 Cedar Grove st. primary, 241 218.6 182 .86 10,666 255 1,750 Cannonville primary, 241 206 182 .88 10,666 255 1,750 Cannonville primary, 241 206 182 .88 11,920 873 481 457 150 Crove primary, 285 245 214 .88 12,170 1,282 3,249 Crove primary, 171 147 131 .90 5,983 461 478 Marrianac st. primary, 188 10 10 5,983 461 478 Marrianac st. primary, 198 106 146.4 .88 6,052 422 80 Marrianac st. primary, 261 209 176 .84 13,117 509 880 William st. primary, 261 209 176 .84 13,117 509 880 North, 261 209 176 .84 13,117 509 880 North, 28 36.8 30, 1,000 66 35 Rockdale, 25 21,011 117.4 147 147 187 187 188 1,000 66 35 Rockdale, 25 21,011 117.4 147 187 187 188 1,000 66 35 Rockdale, 18 17.4 14.7 85 1,087 134 49	0.	125	361.4	328.6		12,925	1,223	879	55	136	48	6	7	89	160
Thompson St. grammar, 262 187.2 167.8 .89 7,349 288 287 Acashnet av. primary, 21 218.6 183.6 .87 15,600 1,736 596 506 24 24 247 241 218.6 183.6 .89 9,376 361 276 241 241 218.6 183.6 .89 9,376 361 231 Cedar Grove st. primary, 241 118.6 183.6 .84 3,915 351 151 Dartmouth st. primary, 231 206 182 .88 8,719 346 457 Grove primary, 281 206 182 .88 11,720 874 467 151 Grove primary, 281 206 182 .88 12,770 1,282 3,249 Linden st. primary, 171 147 131 .90 5,983 461 478 Merrimac st. primary, 188 110 96 .88 5,139 169 210 Maxfeld st. primary, 198 166 146.4 .88 6,052 422 80 Kulliam st. primary, 191 132.5 118.4 .88 6,052 422 80 Clark's Point, 261 209 176 .84 13,117 509 880 Clark's Point, 39 36.8 36.8 35 1,760 119 113 26.2 21.6 .83 1,760 119 113 26.2 21.6 110 137 Rockdale, 21 21.6 14.7 85 1,099 66 35 Rockdale, 21 21.6 14.7 85 1,087 134 49	St.	643	517.9	471.8		17,430	2,013	1.219	53	65	115	13		43	208
Harrington Training, 313 292 254 87 15,500 1,736 596 Acushnet av. primary, 316 272 237 87 13,660 682 276 Cedar St. primary, 301 199,6 171.8 86 10,666 255 1,750 Cannonville primary, 231 206 182 88 44 3,915 354 151 Dartmouth st. primary, 231 206 182 88 8,719 346 467 Cave primary, 385 222 86 11,920 873 481 Crove primary, 385 222 88 12,170 1,282 3,249 Linden st. primary, 171 147 131 90 5,983 461 478 Maxfield st. primary, 188 100 96 88 5,139 169 Maxfield st. primary, 198 166 1464 88 7,620 569 454 Thompson st. primary, 198 166 1464 88 6,032 422 80 Acushnet, 11 132.5 1184 88 6,032 422 80 Acushnet, 11 26.2 21.6 83 1,760 119 113 North, 39 36 89 1,60 35 Rockdale, 43 36.8 36.8 82 2,551 101 37 Plainville, 117 147 187 187 189 198 109 366 35	hompson st. grammar.	262	187.2	167.8		7,349	233	287	1	93	16	10		34	110
Acushnet av. primary, 316 272 237 .87 13,660 582 276 Cedar st. primary, 241 218.6 193.6 .89 9,376 361 331 Cedar Grove st. primary, 301 199.6 171.8 .86 10,666 255 1,750 Cedar Grove st. primary, 231 206 18.8 8,719 346 467 Dartmouth st. primary, 307 258 222 .86 11,920 873 481 Grove primary, 171 147 131 .80 12,170 1,282 3,249 Linden st. primary, 185 140 96 5,983 461 478 Maxifield st. primary, 186 146.4 .88 12,170 1,282 3,249 Thompson st. primary, 261 209 176 .84 13,117 509 880 William st. primary, 261 209 176 .84 13,117 509 880 Maxifield st. primary, 111 132.5 118.4 .88 6,052 422 80 Clark's Point, 39 33 30 1,09 66 35 Rockdale, 18 17.4 14.7 .85 1,09 10 37 Plainyille, 18 17.4 14.7 .85 1,087 134 49	larrington Training.	313	292	254		15,500	1,736	596	3	83	390			105	589
Cedar st. primary, 241 218.6 193.6 .89 9,376 361 331 Cedar Grove st. primary, 301 199.6 171.8 .86 10,666 255 1,750 Cannonville primary, 231 68.8 .84 3,915 35 1,750 Dartmouth st. primary, 231 286 222 .86 11,920 873 481 Grove primary, 385 245 214 .88 12,170 1,282 3,249 Linden st. primary, 171 147 131 .90 5,983 461 478 Martield st. primary, 188 100 96 .88 5,139 169 210 Martield st. primary, 261 209 176 .84 13,117 509 880 William st. primary, 261 209 176 .84 13,117 509 880 Martield st. primary, 141 132.5 118.4 .88 6,052 422 80 Acushnet, 141 26.2 21.6 .83 1,760 119 113 North, 39 33 30 1,09 66 35 North, 183 36.8 30.6 .82 2,551 101 37 Phinville, 187 17.4 14.7 .85 1,087 134 49	cushnet av. primary.	316	273	237		13,660	582	276	16	20	35	50	56	16	89
Cedar Grove st. primary, 301 199.6 171.8 .86 10,666 255 1,750 Cannonville primary, 231 206 182 .84 3,915 354 151 Dartmouth st. primary, 231 206 182 .88 8,719 346 467 560 Cannonville primary, 385 245 214 .88 12,170 1,282 3,249 Grove primary, 171 147 131 .90 5,983 461 478 Merrimac st. primary, 138 110 96 .88 5,139 169 210 Maxield st. primary, 191 109 176 .84 13,117 509 880 William st. primary, 141 132.5 118.4 .88 6,052 422 80 Acushnet, 141 22.5 118.4 .88 6,052 422 80 Acushnet, 141 26.2 21.6 .83 1,760 119 113 North, 39 38.3 96 1,009 66 355 Rockdale, 18 17.4 14.7 .85 1,087 134 49	edar st. primary.	241	218.6	193.6		9,376	361	331	_	30	222	10	14	1	28
Cannonville primary, 74 67.3 56.8 844 3,915 354 151 Dartmouth st. primary, 231 206 182 88 8,719 346 467 Caverth st. primary, 385 222 86 11,920 873 481 Grove primary, 171 147 131 90 5,983 461 478 Merrimac st. primary, 138 110 96 88 5,139 169 210 Maxfield st. primary, 198 166 146.4 88 5,139 169 210 William st. primary, 21 99 176 84 13,117 509 880 William st. primary, 141 132.5 118.4 88 6,052 422 80 Acushnet, 11 26.2 21.6 83 1,760 119 113 Clark's Point, 39 36.8 36. 82 2,551 101 37 Rockdale, 43 36.8 36.8 2,551 101 37 Plainville, 18 17.4 14.7 85 1,087 134 49	edar Grove st. primary.	301	199.6	171.8		10,666	255	1,750	15	23	22	1	23	15	67
Dartmouth st. primary, 231 206 182 .88 8,719 346 467 fearth st. primary, 307 258 222 .86 11,920 873 481 Grove primary, 385 245 214 .88 12,170 1,282 3,249 Grove primary, 171 147 131 .90 5,983 461 478 Maxtheld st. primary, 198 166 146.4 .88 7,620 569 454 Thompson st. primary, 261 209 176 .84 13,117 509 880 William st. primary, 261 209 176 .84 13,117 509 880 Grark's Point, 111 132.5 118.4 .88 6,052 422 80 Grark's Point, 111 22.5 118.4 .88 6,052 1422 80 North, 113 36.8 30.6 .90 1,099 66 35 Rockdale, 18 17.4 14.7 .85 1,087 134 49	annonville primary.	t	67.3	56.8		3,915	354	151		10	12	83	7	9	G
Fourth st. primary, 307 258 222 .86 11,920 873 481 Grove primary, 385 245 214 .88 12,170 1,282 3,249 Linden st. primary, 151 147 131 .90 5,983 461 478 Martield st. primary, 198 166 146,4 .88 7,620 569 454 Thompson st. primary, 261 209 176 .84 13,117 509 880 William st. primary, 141 132,5 118,4 .88 6,052 422 80 Acushnet, 119 91 77 .84 5,467 333 96 Clark's Point, 39 33 30 .90 1,099 66 35 Rockdale, 18 17,4 14,7 .85 1,087 134 49	bartmouth st. primary,	231	506	183		8,719	346	191		6	43		30	31	73
Grove primary, 385 245 214 .88 12,170 1,282 3,249 Linden st. primary, 171 147 131 .90 5,983 461 478 Merrimae st. primary, 198 110 96 .88 5,139 169 210 Maxfield st. primary, 261 209 176 .84 13,117 509 880 William st. primary, 141 132.5 118.4 .88 6,052 422 80 William st. primary, 141 22.5 118.4 .88 6,052 422 80 Clark's Point, 11 22.5 21.6 .83 1,760 119 113 North, 39 33 30 .90 1,09 66 35 Rockdale, 18 17.4 14.7 .85 1,087 134 49	ourth st. primary.	307	258	255		11,920	873	181		101	27	4	17	27	94
Linden'st. primary, 171 147 131 .90 5,983 461 4 Marrimac st. primary, 138 110 96 .88 5,139 169 2 Marxheld st. primary, 198 166 1464 .88 7,620 569 4 Thompson st. primary, 261 209 176 .84 13,117 509 8 William st. primary, 141 132.5 118.4 .88 6,052 422 Acushnet, 191 91 77 .84 5,467 333 Acushnet, 281 26. 83 1,760 119 1 North, 39 39 30 .90 1,099 66 North, 43 36.8 30.6 .82 2,551 101 Plainyille, 18 17.4 14.7 .85 1,087 134	rove primary.	385	245	214		12,170	1,282	3,249		97	7		00		4
Merrimae st. primary, 138 110 96 .88 5,139 169 2 Maxfield st. primary, 198 166 146.4 .88 7,620 569 4 Thompson st. primary, 241 132.5 118.4 .88 6,052 422 Acushnet, 104 91 77 .84 5,467 333 Acushnet, 11 26.2 21.6 .83 1,760 119 1 North, 33 33 30 .90 1,009 66 North, 43 36.8 30.6 .82 2,551 101 Plainyille, 18 17.4 14.7 .85 1,087 134	inden st. primary.	171	147	131		5,983	197	478		24	6	61	1	21	6
Maxifeld st. primary, 198 166 146.4 .88 7,620 569 4 Thompson st. primary, 261 209 176 .84 13,117 509 8 William st. primary, 141 132.5 118.4 .88 6,052 422 Acushnet, 104 91 77 .84 5,467 333 Clark's Point, 41 26.2 21.6 .83 1,760 119 1 North, 43 36.8 30.6 .82 2,551 101 Plainyille, 18 17.4 14.7 .85 1,087 134	ferrimae st. primary.	138	110	96		5,139	169	210	23	11	10		10	56	35
Thompson st. primary, 261 209 176 .84 13,117 509 8 William st. primary, 141 132.5 118.4 .88 6,052 422 Acushnet, 104 91 77 .84 5,467 333 Clark's Point, 41 26.2 21.6 .83 1,760 119 1 North, 43 36.8 30.6 .82 2,551 101 Plainville, 18 17.4 14.7 .85 1,087 134	laxfield st. primary,	198	166	146.4		7,620	569	454	00	138	194		×	14	102
William st. primary, 141 132.5 118.4 .88 6,052 422 Acushnet, 104 91 77 .84 5,467 333 Clark's Point, 41 36.2 21.6 .83 1,760 119 1 Rockdale, 43 38.8 30.6 .82 2,551 101 Plainville, 18 17.4 14.7 .85 1,087 134	hompson st. primary.	261	508	176		13,117	909	880	-	20	88	8	19	33	14
Acushnet, 104 91 77 84 5,467 333 Clark's Point, 41 26.2 21.6 83 1,760 119 1 North, 33 38 30 1,009 66 Norkhie, 43 36.8 30.6 82 2,551 101 Plainville, 18 17.4 14.7 85 1,087 134	Villiam st. primary,	111	132.5	118.4		6,052	422	80	20	88	k	-	00	21	77
Clark's Point, 41 26.2 21.6 .83 1,760 119 1 North, 39 33 30 .90 1,009 66 Rockdale, 43 36.8 30.6 .82 2,551 101 Plainville, 18 17.4 14.7 .85 1,087 134		101	91	77		5,467	333	96	**	1	50	63	6	27	39
North, 39 33 30 .90 1,009 66 Rockdale, 43 36.8 30.6 .82 2,551 101 Plainville, 18 17.4 14.7 .85 1,087 134	lark's Point,	Ŧ	26.2	21.6		1,760	119	113		14	3	20			11
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Grand totals 5853 4609 1 4099 8 889 193 315 14 987 15 239 244 1 299 1 498		853		8 6601	888	193.315	14.987	15.939	244	1.999	1.498	147	181	693	9.810

CALENDAR, 1891.

Winter term begins January 5, 1891; ends April 10, 1891. Summer term begins April 20, 1891; ends June 26, 1891. Fall term begins September 8, 1891; ends December 24, 1891.

VACATIONS.

April 11, 1891, to April 19, 1891, inclusive.
June 27, 1891, to September 7, 1891, inclusive.
From Wednesday noon before Thanksgiving, the remainder of the week.
December 25, 1891, to January 11, 1892.

HOLIDAYS.

Every Saturday: Washington's Birthday, or the day following when that occurs on Sunday; Memorial Day; Labor Day; all National and State Fast Days.

SCHOOL SESSIONS.

From March 1, to November 1, 9 A. M. to 11.30 A. M., and 2 P. M. to 4 P. M., in the grammar schools. 9 A. M. to 12 M., and 2 P. M. to 4 P. M., in the primary schools. From November 1 to March 1, the afternoon sessions in the grammar and primary schools are from 1.30 o'clock to 3.30 o'clock.

High school sessions are from 8.30 A. M. to 1.30 P. M., throughout the year.

SCHOOL BOARD-1890.

WALTER CLIFFORD, Mayor, Chairman, ex-officio.

WILLIAM H. PITMAN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.

WILLIAM A. TUCKER, President of Common Council, ex-officio.

WARD 1- Anna R. Borden, John H. Lowe, George W. Hillman.

WARD 2-Thomas Mack, Isaac B. Tompkins, Jr., Elmore P. Haskins.

WARD 3-Isaac W. Benjamin, Helen W. Webster, William H. Pitman.

WARD 4—George H. Dunbar, George H. Batchelor, John Eldridge, Jr. WARD 5—Fred A. Bradford, Jonathan Howland, Jr., Frederic A.

WARD 5—Fred A. Bradford, Jonathan Howland, Jr., Frederic A. Washburn.

WARD 6—Thomas Donaghy, Jr., Betsey B. Winslow, Francis M. Kennedy.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

ON HIGH SCHOOL—Eldridge. Washburn, Howland, Dunbar, Benjamin, Miss Winslow, Mrs. Webster, Mrs. Borden.

ON GRAMMAR SCHOOLS—Tompkins, Washburn, Pitman, Howland, Mrs. Webster, Haskins, Mrs. Borden, Bradford.

ON PRIMARY SCHOOLS—Benjamin, Pitman, Tompkins, Dunbar, Miss Winslow, Mrs. Borden, Kennedy, Batchelor.

ON COUNTRY SCHOOLS—Haskins, Hillman, Kennedy, Lowe, Donaghy, Mack.

ON TRAINING SCHOOL-Dunbar, Pitman, Tompkins, Benjamin, Eldridge, Washburn, Kennedy.

ON FARM SCHOOL—Kennedy, Washburn, Haskins, Hillman, Donaghy, Bradford.

ON MILL SCHOOLS-Mrs. Borden, Howland, Hillman, Mrs. Webster, Lowe, Bradford, Donaghy.

ON EVENING SCHOOLS—Hillman, Haskins, Kennedy, Lowe, Batchelor, Mack, Donaghy.

On Music-Washburn, Pitman, Haskins, Bradford, Batchelor.

ON DRAWING-Mrs. Webster, Eldridge, Donaghy, Dunbar, Mack, Lowe. Miss Winslow.

ON SEWING-Miss Winslow, Mrs. Webster, Mrs. Borden, Batchelor.

ON EXAMINATION OF TEACHERS—Eldridge, Dunbar, Tompkins, Benjamin, Washburn, Haskins, Hillman, Miss Winslow, Mrs. Borden, Mrs. Webster.

On TEXT-BOOKS—Pitman, Washburn, Hillman, Mrs. Borden, Kennedy, Batchelor, Mack.

ON EXPENDITURES—Howland, Benjamin, Pitman, Tompkins, Eldridge, Dunbar, Haskins, Lowe, Tucker.

ON HOWLAND FUND—Howland, Benjamin, Eldridge, Tompkins, Dunbar, Kennedy, Bradford, Tucker.

ON PAY-ROLLS-Tompkins, Howland, Mack.

SCHOOL BOARD - 1891.

CHARLES S. ASHLEY, Mayor, Chairman, ex-officio.

WILLIAM H. PITMAN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent. Office, 133 William Street.

Office Hours, 81 to 9 A. M., 121 to 1 P. M.

Saturdays, 9 to 94 A.M.

JOSEPH DAWSON, President of Common Council, ex-officio. Regular Meetings of the Board, first Monday of each month, at 7.30 P. M.

WARD ONE.

Name.	Place of Business.	Residence.
ELIZABETH W. STANTON,		Mt. Pleasant.
ANNA R. BORDEN,		Ashland, cor. Austin st.
JOHN H. LOWE,	925 Acushnet avenue,	931 Acushnet avenue.
	WARD TWO.	

FRANK A. MILLIKEN, THOMAS MACK, ISAAC B. TOMPKINS, JR., 78 Union street,

43 William street, 20 Bedford street, 290 Pleasant street. 248 Cedar street. 691 County street.

WARD THREE.

WILLIAM H. PITMAN, ISAAC W. BENJAMIN, HELEN W. WEBSTER,

Five Cents Savings Bank, 60 Chestnut street. N. B. Cordage Co.'s office, 50 Hill street. 111 Fourth street, 111 Fourth street.

WARD FOUR.

SETH W. GODFREY, GEORGE H. DUNBAR, GEORGE H. BATCHELOR,

Institution for Savings,

17 Bethel street. 179 William street. 187 Cottage street.

WARD FIVE.

WILLIAM L. SAYER, FRED. A. BRADFORD, JONATHAN HOWLAND, JR.,

Mercury office, Journal office.

76 So Sixth street. 342 Union street. 54 Russell street.

WARD SIX.

FRANCIS M. KENNEDY, THOMAS DONAGHY, JR., BETSEY B. WINSLOW,

Eddy Building, 64 Union street,

139 Acushnet avenue. 103 Acushnet avenue. 315 County street.

EMMA M. ALMY, Superintendent's Clerk.

HENRY SMITH, Truant Officer, 372 Cottage street. Office Hours, 121 to 1 P. M. Saturdays, 9 to 91 A. M. GEORGE K. DAMMON, Assistant Truant Officer.

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STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

ON HIGH SCHOOL—Dunbar, Howland, Benjamin, Miss Winslow, Mrs. Webster, Mrs. Borden, Mrs. Stanton, Pitman, Tompkins.

ON GRAMMAR SCHOOLS—Tompkins, Pitman, Howland, Mrs. Webster, Bradford, Mrs. Borden, Lowe, Sayer, Milliken.

ON PRIMARY SCHOOLS—Benjamin, Pitman, Tompkins, Dunbar, Miss Winslow, Mrs. Stanton, Kennedy, Batchelor.

ON COUNTRY SCHOOLS-Lowe, Donaghy, Mack, Batchelor, Mrs. Stanton, Godfrey.

ON THAINING SCHOOL-Pitman, Mrs. Stanton, Kennedy, Mrs. Borden, Batchelor, Milliken, Sayer.

ON FARM SCHOOL-Donaghy, Kennedy, Bradford, Godfrey, Sayer, Milliken.

ON MILL SCHOOLS-Mrs. Borden, Howland, Lowe, Donaghy, Mrs. Webster, Bradford, Godfrey.

On Evening Schools-Kennedy, Lowe, Mack, Donaghy, Batchelor, Godfrey, Milliken.

On Music-Bradford, Pitman, Batchelor, Sayer, Milliken, Godfrey.

ON DRAWING-Mrs. Webster, Miss Winslow, Donaghy, Dunbar, Mack, Godfrey, Sayer.

ON SEWING-Miss Winslow, Mrs. Webster, Mrs. Borden, Mrs. Stanton.

ON EXAMINATION OF TEACHERS—Dunbar, Tompkins, Lowe, Donaghy, Kennedy, Mrs. Webster, Benjamin, Miss Winslow, Mrs. Borden, Bradford, Mrs. Stanton.

- ON TEXT-BOOKS-Pitman, Kennedy, Mack, Batchelor, Milliken, Sayer.
- ON EXPENDITURES—Howland, Benjamin, Tompkins, Pitman, Bradford, Mack, Lowe, Donaghy, Dawson.
- ON HOWLAND FUND—Howland, Benjamin, Tompkins, Dunbar, Pitman, Bradford, Kennedy, Dawson.

On PAY-ROLLS-Tompkins, Howland, Mack. .

In Memoriam.

One member of the Board was removed by death during the year, — Mrs. Etta F. Martin, a member from ward four. Mrs. Martin had served but a few months on the Board, but had long been known to its members as a sincere and consistent friend of the public schools.

Mr. Eldridge, a member of the Board from the same ward, reported to the Board the death of his colleague. A committee was appointed to represent the Board at the funeral, and another to draft resolutions and report to the Board.

The latter committee presented the following resolutions to the Board, and they were unanimously adopted by a rising vote:

Whercus, Death has removed from this Board an esteemed member, Mrs. Etta F. Martin, therefore

Resolved, That in the brief association which she had with this Board, she gained its highest esteem and confidence, and

Resolved, That in her death the Board feels that it has lost a wise counselor, the schools a sincere friend, and the public a devoted servant.

Resolved, That this Board extends its sympathy to the friends of the deceased in their affliction, and especially to the bereaved husband and daughter in their great sorrow.

Resolved, That these resolutions be spread upon the records of this Board, that a copy be sent to the family of the deceased, and that one be sent to each of the daily papers of the city.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1890.

SUPERINTENDENT'S REPORT.

Ladies and Gentlemen of the School Committee:

I have the honor of submitting to you my third annual Report of the schools of the city, which is the thirtieth of the series of annual Reports of the Superintendent of Schools.

Not many important changes are to be noted. The year has been free from any special agitation in the administration of the schools. The work has progressed most auspiciously, interrupted only by the epidemic of la grippe, which prevailed for a few weeks at the beginning of the year, and by the resignations of several teachers for various causes. The records in all the departments, high, elementary, and evening, show the largest enrollment hitherto known in the history of the schools; the course of instruction has been unified in several particulars; the methods of teaching and governing give evidence of improvement, and the conditions are good for future progress.

But along just what lines the future progress of the schools is to be worked out is, in a measure, yet to be determined. The educational world is rife with projects by which the coming generation is to be benefited. There may be those who feel that they are on solid ground; there certainly are many who do not. The conservatives cling to the old curriculum and think it sufficient, while those who are more progressive feel that it needs modifi-

cation. They would add manual training in its different forms; they would have the physical training of the pupils placed on a scientific basis; they would have more time given to the study of natural sciences in the elementary grades; they would magnify art instruction throughout the whole course. In addition to these branches, which are being urged for a more general recognition in the school curriculum by many of the leading minds in educational matters, other subjects are thrust forward for recognition by less thoughtful advocates, who appear to regard the school as the only educating force of society and seem to think that it has no limitations.

To deal with the problems that confront those in charge of the schools of to-day, there is need, then, not only of wisdom in administration, but there is also required calm, patient investigation by them. This means self-denial and sacrifice on their part. The school committees of this city have always been noted for the time and thought that they have given to the duties of their office. I am confident that I shall not appeal to you in vain when I ask of you to give your earnest attention the ensuing year to the questions now pressing for consideration, that the schools under your charge may not suffer, either by clinging too long to that which is not the best, or by adopting unadvisedly something which is new.

SCHOOL BUILDINGS AND GROUNDS.

The school accommodations of the city are constantly being enlarged and improved, both by the erection of new buildings and by alterations of the old ones when practicable and feasible. The city government has met the wishes of the School Committee in regard to school buildings with a most liberal and progressive spirit. One would scarcely recognize in the new Dartmouth street and Acushnet school houses any features that characterized

those they replaced. Both were completed last spring and have been occupied since. The former is a six-room building, the latter is one of three. Both are attractive within and without; they are well lighted, and the heating and ventilating arrangements are fairly acceptable. I can see no reason why they should not be healthful and serve well the purposes for which they were built.

In answer to your request for a new building to supplant the one occupied by the Grove school in the south part of the city, one of brick, and containing ten rooms and hall, has been built, and will be ready for occupancy by the first of April next. It is to be heated and ventilated in accordance with one of the most approved methods known to modern architecture. It will furnish relief to the over-crowded schools in that section, besides allowing the abandonment of the Grove school house, which long ago was considered unfit for school purposes.

In all probability a four-room brick building will be built on the Kempton street lot the coming year. If this is done the pupils who now attend the William street school will be transferred to the new building, and the William street school house abandoned. This is much to be desired; for the last mentioned building is neither large enough to accommodate the children who should attend it, nor suitable, for many reasons, for school use.

Much money has been spent on the Fourth street school house within a year to improve the heating and ventilation. This building of six rooms was formerly heated by stoves, and ventilated only by the windows. Hot air furnaces have superseded the stoves, and ventilating flues heated by gas jets have been placed in the different rooms to carry off the vitiated air. But notwithstanding all that has been done, the results, so far as the ventilation is concerned, are still unsatisfactory.

The usual amount of minor repairs and improvements

have been made, and the buildings are in a very good condition throughout the city.

There are two suggestions that I desire to offer in this connection before closing. The first is, that those school yards that are muddy in wet weather (and certainly we have much of that kind of weather here) be covered with a coat of powdered stone. If this were done, it would prove beneficial to the health of the children, and would lighten the labors of the janitors and teachers.

The second suggestion is, that some of the school houses, at least, be re-named, and that each new school house be given a more appropriate name than that of the street upon which it happens to be located.

THE ATTENDANCE OF PUPILS.

While the total enrollment and the average membership of pupils in the schools were larger for the year than ever before, the attendance in some respects was not satisfactory. There were too many cases of tardiness and dismissal; there certainly was an extreme number of absences. It is true that special causes contributed to affect the last; it is also true that the percentage of absence reported from many cities was abnormally large for the year, due probably to the epidemic of disease that passed over the country in the early part of the year.

There is food for reflection, however, when the number of absences that occurred in our schools for the year is considered, if due allowance is made for those that occurred by reason of sickness. With an average membership of 4,609 pupils, there were 96,658 days of absence. This is 20.9 days, or a fraction over a school-month, of absence for every pupil belonging. It seems to me this is a serious matter. Some pupils are absent but little, and a few not at all; some are absent continually for one excuse and another.

The causes of absence may be classified under the following heads: 1. Sickness. 2. Necessary home demands. 3. Truancy. 4. Want of appreciation by many parents of their duty in respect to the schools. I do not enumerate as one of the causes of absence, indifference of the teachers to the attendance of their pupils, for I am confident that every reasonable effort is made by them to secure regular and punctual attendance.

In analyzing these causes of absence the questions that arise are: First, how much sickness among the pupils is traceable to the condition of the school houses and surroundings? second, how much is due to neglect on the part of the teachers? third, how much of it may be attributed to other causes? For the first two the school authorities are directly responsible, and where unhealthful conditions exist, or there is neglect, should do all in their power to remedy them. Is this being done? In reply to the questions raised, I will say that I have no doubt that many cases of sickness have their origin in the conditions incident to the school room; some of these are preventable, some are not. With all the care that can be exercised (and I think due precaution is taken in our schools to prevent the communication of disease), the collecting of many children together day after day must necessarily cause more or less infection. On the other hand, I have no doubt that more or less sickness is caused by improperly heated and ventilated school houses, and from the condition at times of certain school yards. These conditions can be remedied and are being improved constantly.

Some cases of sickness are probably due to the lack of proper oversight by the teachers of their pupils. The teacher stands in loco parentis in more senses than that of authority. He becomes, during school hours, the guardian of each pupil's physical as well as mental and moral well-being. The wise parent teaches his child not to go

from a heated room into the chill of the winter air without being properly protected; he teaches him to avoid sitting in draughts of air, to keep his feet warm and dry, and, in short, aims to inculcate simple hygienic laws, and, so far as he is able, sees to it that these laws are observed by his child. To give attention to these matters and enforce them with every child under his charge, is the duty of each teacher. I fear that a judicious watchfulness is not observed by all of them in the exercise of their duties.

For absence caused by "necessary home demands" there is no remedy. A parent most assuredly has the right to detain his child from school occasionally when he has need of his services. With that right I will not cavil, although there is no question that a little self-denial on the part of parents, in many cases, would reduce greatly the cases of absence for this reason. For truancy the home is largely responsible; but not entirely. The teacher of power and tact has few truants. For the last cause of absence, "the want of appreciation, by many parents, of their duty in respect to the schools," I shall allow some one else to find excuse. This is the source of the unnecessary absences: there are a great many due to this cause. It is the one most annoying to the teacher, the one most injurious to the schools; for it stimulates and fosters wrong principles in the minds of the pupils.

To inspire in the pupils a spirit of obedience to lawful authority, and to fix in them habits which are the growth of duty well performed each day, are the highest functions of the public school. That the teachers may be able the better to inculcate this spirit, and to form their habits, cordial support ought to be rendered them by those whose interest in the children should be stronger than that of any teacher.

TRUANCY.

As long as schools exist there will undoubtedly be truants. The ratio will vary with the conditions that surround the schools, and the homes from which the pupils come. But even with the best of schools and good homes, the child nature will occasionally rebel against the confinement and duties of the school room, and will seek enjoyment out of its confines. But when a good teacher fails to check a pupil inclined to truancy, the facts are that either that pupil is abnormally inclined to evil or comes from a home which is a home but in name. Truancy thrives best, then, in those places where there are many homes in which the children by reason of the ignorance, poverty, or vices of their parents are neglected; therefore large cities usually have the greatest ratio of truants.

There was less truancy in the schools last year than the year before, although the number of pupils enrolled was larger. The number of cases reported for the year 1890 was 244; for the year 1889, 249. The efficient service of the truant officers is to be commended. A detailed statement of the labors of each is appended.

TRUANT OFFICER'S REPORT.

Schools visited,	1,287
Absences reported by teachers,	455
Absences without permission of parents,	72
Second offences,	32
Third offences,	21
Parents notified,	554
Arrests,	13
Prosecutions,	13
Tardinesses investigated,	16
On probation,	2
Sentenced to truant school,	15
Taken to school from street,	25
Visits to mills,	58
Violations of Inbor law,	17

ASSISTANT TRUANT OFFICER'S REPORT.

Boys interviewed on streets,	23
Schools visited,	222
Mills and mercantile establishments visited,	664
Cases of absences investigated,	298
Violations of labor law,	ត

THE LAWS RELATING TO THE EMPLOYMENT OF CHILDREN AND THEIR ATTENDANCE UPON SCHOOL.

In my Report last year I gave a complete summary of the laws relating to the employment of children and their attendance at school. Since the writing of that article these laws have been still further amended. Chapter 47 of the Public Statutes now reads as follows:

SECT. 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually cause such child to attend some public day school in the city or town in which he resides; and such attendance shall continue for at least thirty weeks of the school year, if the schools are kept open that length of time, with an allowance of two weeks' time for absence not excused by the Superintendent of Schools or the School Committee, and for every neglect of such duty the person offending shall, upon the complaint of the School Committee or any truant officer, forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if such child has attended for a like period of time a private day school, approved by the School Committee of such city or town, or if such child has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or has already acquired the branches of learning required by law to be taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, such penalties shall not be incurred.

SECT. 2. For the purposes of the preceding section, School Committees shall approve a private school only when the teaching in all the studies required by law is in the English language, and when they are satisfied that such teaching equals in thoroughness and efficiency the teaching in the public schools in the same locality, and that equal progress is made by the pupils therein, in the studies required by law, with that made during the same time in the public schools; but they shall not refuse to approve a private school on account of the religious teaching therein.

The most important change in the law is the one by which the compulsory attendance each year of children under fourteen has been raised from twenty to thirty weeks. The effect is plainly perceptible in the increased attendance at the mill schools, of which I will speak in connection with those schools.

Another act passed since my last Report was issued, is as follows:

ACTS OF 1890. CHAP. 299.

AN ACT

IN RELATION TO THE AGE AND SCHOOLING CERTIFICATES OF CHILDREN EMPLOYED IN FACTORIES, WORKSHOPS, AND MERCANTILE ESTABLISHMENTS.

SECT. 1. The following words shall appear on all age and schooling certificates enumerated in section four of chapter three hundred forty-eight of the acts of the year eighteen hundred eighty-eight, after the name of the town or city, and date:—This certificate belongs to the person in whose behalf it has been drawn, and it shall be surrendered to him (or her) whenever he (or she) leaves the service of the corporation or employer holding the same; and any such corporation or employer refusing to so deliver the same shall be punished by a fine of ten dollars.

SECT. 2. Any corporation or employer holding any age or schooling certificate enumerated in section four of chapter three hundred forty-eight of the acts of the year eighteen hundred eighty-eight, and refusing to deliver the same to the person in whose behalf it has been drawn, when such person shall leave the employ of said corporation or employer, shall be punished by a fine of ten dollars.

Manufacturing cities are affected to a greater extent by all this labor legislation than any others. Over twenty-five hundred labor certificates have been issued from my office within a period of less than three years. Every change in these laws adds more or less to the duties of my department. While I am not disposed to find fault with legislation that seeks to uplift humanity, I cannot suppress the feeling that some of the recent legislation in this state relating to school attendance is causing much individual hardship without producing corresponding benefit.

TEACHERS AND CHANGES IN THE CORPS.

For various reasons many changes have occurred in the teaching force during the year. It is not desirable that changes in it should be frequent, and cases of forced resignation are not of common occurrence in ours. This fact should give it stability, and should be a factor in securing from each individual composing it his best efforts. No tenure of office act is needed to give permanency to any teacher's position here, provided he is qualified to fill it and performs his duty faithfully. And in making this observation I do not place myself in opposition to the "tenure of office law," but, so far as its operation is concerned, its adoption here would appear superfluous. This feeling may not be shared by the teachers, and it may be that many good ones of sensitive disposition undergo at election time each year a strain that may be prejudicial to their health and teaching. It seems to me that a rule of the Board which has long been in operation reaches the vital object of the "tenure of office act," which is, that the services of no teacher shall be dispensed with except for good cause, reasons for which shall be given. The rule reads as follows:

At least three months before the annual election of teachers, the subcommittee of each department of the schools shall meet (the Superintendent being present), and carefully consider the merits of each teacher belonging to such department; and if occasion shall be found for adverse criticism of any teacher, official notice shall be given to such teacher forthwith, the facts in question being specified as far as possible, that there may be opportunity for amendment.

During the week prior to election, the sub-committee shall again meet for the same purpose; and if demerit in any case shall still remain, such case shall be reported to the Board.

When vacancies have occurred the Board has filled them with candidates residing in the city, if there were those available who, in its judgment, were qualified; if there were not, candidates were sought for elsewhere. The vacancies occurring in the High school were filled by advancing teachers from the grammar schools. The special teacher of music, chosen to fill the vacancy caused by the resignation of Mr. Diman, who had so faithfully and efficiently supervised the musical instruction in our schools for some years, was invited here from Washington, D. C., where he was holding a similar position. Mr. Arthur J. Cumming, whose ability as an artist had evidenced itself during his long connection with the schools, resigned his position as teacher in the High schools at the close of the summer term; his place was filled by the election of Miss Florence A. Cleaves, a graduate of the fouryears course in the Boston Normal Art School, and a teacher of some experience. Miss Adelaide B. Hyde, supervisor of drawing in the primary, grammar, and country schools, was granted leave of absence for the fall term on account of illness. Not finding the relief that she had hoped to gain by a long rest, she resigned her position at the close of the term. Miss Hyde had charge of this department of the work but one year; she accomplished, however, much in that time, proving herself a competent supervisor of teachers and instructor of children. Had she been able to continue her work here a few years, the drawing in our lower schools would have ranked with the best. Miss Blanche I. George, who succeeds her, is a graduate of the four-years course in the Boston Normal Art School, and has had successful experience, both as teacher and supervisor in places near Boston.

The vacancies in the other departments were filled either by teachers of successful experience or by graduates of the Training school; and it may be well to remark here that all the graduates of this school, to date, are teaching in the city.

Two of the resignations in the grammar department

deserve more than a passing notice. Miss Eliza J. I. Shepherd, who resigned from the Parker street school, ha taught in the schools of the city fifty consecutive years Miss Helen M. Gordon, who resigned from the sam school, had taught forty-three years. They both fille their positions to the last with remarkable efficiency Such cases are rare; and it would be no more than simp justice if all teachers who have served for forty year should be retired on half pay. In appreciation of the services of these teachers the Board unanimously adopte the following resolutions:

Resolved, That it is with sincere regret that we part with Miss She herd and Miss Gordon, as teachers in our public schools. Their lor record has been one of faithful, painstaking service, and we hope th will reap a merited reward in their retirement. It is certain they car with them, not only our good wishes, but also those of the pupils who they have so carefully labored to advance in educational matters, and can say that they have fairly earned the plaudit, "Well done, good a faithful servants."

A list of the resignations from the corps and the appoir ments to the same for the year, are as follows:

RESIGNATIONS.

Emma H. Wheeler, High school.

Sarah W. Almy, Fifth street grammar school.

Sarah A. Carr, Fifth street grammar school.

Elizabeth P. Brightman, Fifth street grammar school.

Helen M. Gordon, Parker street grammar school.

Eliza J. D. Shepherd, Parker street grammar school.

Emma C. Nash, Parker street grammar school.

Chella F. Carpenter, Thompson street grammar school.

Ida G. Howard, Fourth street primary school.

Annie B. Parker, Clark's Point school.

Mary Chace, Plainville school.

Arthur J. Cumming, High school, drawing.

Adelaide B. Hyde, elementary schools, drawing.

Fred L. Diman, singing.

TRANSFERS.

Helen L. Hadley, from Fifth street to High. Hattie F. Hart, from Middle street to Fifth street. Mabel W. Cleaveland, from Middle street to High.

APPOINTMENTS. PERMANENT.

Florence A. Cleaves, High school, drawing.
Etta M. Abbott, Middle street grammar.
II. Jennie Kirby, Parker street grammar.
Anna I. Dexter, Parker street grammar.
Cora B. Cleaveland, Thompson street grammar.
Leonora B. Hamblin, Thompson street grammar.
Annie F. Smith, Dartmouth street primary.
Alice A. Taylor, Fourth street primary.
Myra A. Leach, Fourth street primary.
Annie L. Brownell, Thompson street primary.
Mary E. Haney, Plainville country school.
Blanche I. George, supervisor of drawing.
F. H. Butterfield, supervisor of music.

TEMPORARY ASSIGNMENTS.

Blanche W. Sheldon, Fifth street grammar. Rachel L. Denham, Acushnet avenue primary. Mary E. Pasho, Maxfield street primary.

PRIMARY SCHOOLS.

The average membership of pupils attending these schools during the year was 2,523. This is fifty-five per cent. of the year's membership in all the schools.

These figures show that the primary grades in the city proper, comprising the first four years of school life only, contained more pupils for the year than were in the grammar schools, the country schools, the mill schools, and the High school combined; and this proportion holds true for each year. This fact alone indicates their relative importance in the school system, for it shows that many children get their whole schooling in the primary grades. But their chief claim for consideration is, that the time

during which the children are in them is an especially formative period in their lives. The majority of pupils who attend them are from five to eleven years of age; there are some who are older, consisting of children who are either foreign-born or who have had few early advantages.

To teach this heterogeneous class of children with their different dispositions to conduct themselves properly in their relations to the school and each other, and at the same time train them to think and to reason, as well as to acquire knowledge, is not within the power of a novice. Amos Comenius, the great educator, in speaking of this matter, and the different dispositions with which teachers had to deal, classifies them as follows:

There are children who are ingenious, anxious to learn, tractable, and suited above all for students; these require only an offer of food for wisdom; they grow like rare plants. Care is needed, in fact, to prevent any overexertion on their part, which is too often followed by weariness and disgust. 2. Others are penetrating and slow, but withal tractable; these need only to be spurred on. 3. There are children who are penetrating and studious, but stubborn and obstinate; they are generally hated in schools, and one is inclined to give them up; yet these generally grow to be the greatest men, if they are correctly trained. 4. There are obedient and studious children who are, however, slow and difficult of comprehension. These must follow in the tracks of the former; and that this may be possible, we must stoop to their level, we must not place too heavy burdens upon them, nor judge them harshly, but must bear with them willingly, raise them, encourage them, cheer them, that they may take heart. They may reach the goal later, but will endure longer, as late fruits generally do. 5. Some are dull. troublesome, and lazy. These can also be improved, but there must be no obstinacy, and much skill and patience are required. 6. There are dull ones who are by nature ill-willed, wrong-headed and generally spoiled. Even here we should not lose hope at first. If it is, however, impossible to improve them, they should be left alone."

The child nature has not changed since Comenius lived and wrote.

I realize that this subject of the relative importance of the primary schools has been dwelt upon at length in previous Reports. I again bring it forward because I find the feeling still extant here, that an inferior order of ability will answer in a teacher of a primary grade, especially in the lowest. I can see no reason why it should exist anywhere, except one, that children in the primary grades do not easily recognize the weakness of teachers, especially in the matter of discipline. For this reason the teacher with weak powers of government escapes criticism longer in a primary than in a grammar grade. While I am ready to admit that it requires a different order of ability to make a successful teacher in the higher grades, no more superior order is needed there than in the lower, if permanent, and not superficial, results are contemplated. It is unquestionably true that many a pupil's whole school course has been injured through faulty teaching to which he was subjected at the beginning. Let the foundation be firm if the superstructure is to endure; this truth pertains with the same force to the realm of thought as to the material world.

This department is in good condition, and has had a successful year; it has elements of weakness, however, which I presume must be expected. The teachers are earnest and interested in their work. By the study of educational literature, by visiting their co-workers in other cities, and by other means, they are constantly striving to improve themselves and their schools. But while all may be equally earnest in their efforts, some are contending against disadvantages. These are the lack of natural apti-

tude for teaching, or of training for their work, or both. Difference in ability must be expected in those who choose the teaching profession, as well as in those who choose any other; but one who elects the profession of teaching having no love for children and possessing but little ability to govern others, makes a greater mistake than the person who attempts to be a painter, possessing no power to draw, no eye for color, no gift of imagination. Those who are laboring at disadvantage by want of special training for their work, can remedy this by study and observation; in the meanwhile those who sit under their teaching must suffer. The employment of untrained teachers has characterized the policy here no more than in many other places in this country, and the growth of the normal and the training schools is but a reaction against the folly of such a course.

The order in many rooms is excellent, and in others unsatisfactory. Good order is the result of good government, and the latter has its source in the judicious application of force and reason. It is true that whippings have been less frequent (a thing in itself commendable), but the results sought for in discipline are not yet attained in these grades as a whole. Neither much whipping nor the entire absence of it produces good discipline and order in a school. The power to whip when necessary is the teacher's prerogative, but, as I have said before, neither the constant application of this power, nor the refusal to use it will necessarily secure good order. Vigilance, firmness without harshness, tact in dealing with issues, and discrimination in applying punishment - these are the means upon which the wise teacher will rely for government, and not upon any set forms of punishment. Charges of favoritism and injustice made by children against teachers, frequently have foundation, although those against whom they are made may feel entirely unconscious of having shown either. They come from such teachers having no uniformity in their methods of governing; they punish certain actions as faults one day that they ignore another; they are spasmodic in the treatment of breaches of discipline, and yet wonder why their pupils are so troublesome. Without good order in a school, there is not only waste of time, but habits are engendered in the pupils, the consequence of which cannot be computed.

The number of pupils to a teacher, computed on the average membership, is about forty-five, and computed on the average daily attendance is forty or less. These numbers represent the minimum number of pupils that are assigned to a teacher in the most progressive cities. The amount of work demanded by the curriculum is less than in the majority of other cities. If these facts are taken into consideration with the other, that no city in the Union supplies better facilities for work (due to the income from the Sylvia Ann Howland fund), there seems to be no reason why these schools should not occupy the foremost place, at least in the quality of the work done. They do rank well, and with the strength that is being given them by supplying all vacancies in the teaching force with trained teachers, they will improve. I would not imply that it is only through the addition of these trained teachers that the schools are to be improved, or to have it inferred that most of the present teachers are not capable. But the custom has prevailed here of offering the vacancies occurring in the grammar grades to successful teachers in the primary grades, and many of them, for the sake of the higher salary or other reasons, have accepted; the positions in the primary grades were then filled, in many instances, with untrained teachers. This course has necessarily tended to weaken the primary grades, for while the new teachers were getting their experience, the schools

suffered, and experience only does not always supply the deficiency of special training. Just as long as it is considered a promotion to serve in a grammar grade rather than in a primary, and a difference in salary exists, this disturbing influence must continue.

GRAMMAR SCHOOLS.

These schools had an average membership for the year of 1,473 pupils, or thirty-two per cent. of the average membership of all the different departments of the day schools. About fifty per cent. of pupils who enter the grammar schools remain in them; only between fifty and sixty per cent. of these enter the High school. As only fifteen per cent. of those who enter the schools remain in them long enough to reach the High school, and only about five per cent. graduate, it is obvious that the great majority of our citizens, even under the strict laws of Massachusetts, complete their school education in the elementary schools.

How important it is, then, that they have paramount consideration in school affairs. Is it true that they receive it? Should not the same discrimination be exercised in selecting teachers for them as for high schools, and salaries paid that bear a higher ratio to those paid in high schools?

The record of this department for the year is uneventful, so far as innovations and radical changes tend to make it so. The teachers have tried to govern without resorting frequently to corporal punishment, and have succeeded in reducing the number of cases. Some have felt, however, that the expression of opinion regarding corporal punishment has awakened a spirit of defiance in many pupils. I fail to understand why this should be so, for there has been no attempt to take the power of administering it from the teachers, nor is there any desire to do so. It is only desired to keep it within reason. There are few cities

where it prevails to a greater extent than it does here even now, notwithstanding the large reduction in number that has already been made. Excellent order is secured in schools with but very little whipping, and it can be done anywhere if there is a healthy public sentiment supporting them. What I have said under the head of primary schools about government, applies with equal force to these grades. Many issues can be avoided in the school room by the exercise of vigilance and tact by the teacher. It appears to me that it is better, as a rule, with grammar pupils, when reasoning fails to secure obedience, to notify their parents, and if this does not have the desired effect, to suspend them until they can obey, rather than to whip much. Printed forms, approved by the Committee, are now furnished teachers for this purpose. A few cases of suspension occurred in the year. In most instances the remedy cured the complaint. In nearly every case the parents cooperated with the school authorities, and this was sufficient to produce the desired results.

The instruction has been intelligent and effective as a Certainly the teachers have striven to secure good results. They have been urged to make their teaching as objective as possible, and to try to awaken in the pupils a spirit of inquiry and research. Not all have been able, as yet, to emancipate themselves from the methods established by the prevailing customs of the past. There is yet too much of the pouring-in process extant, and not enough developing of the powers of the pupils. A machine can be filled with facts, to be taken out on the "nickel in the slot" plan; so can the pupils be crammed with facts to be drawn out at will by the teacher, but such teaching should not characterize the work in the schools, nor is there any excuse for it here. The teachers are left as free as possible, so far as the teaching itself is concerned, and yet have unity in the work. The studies are prescribed and the limitations set, but no examinations for promotion are given by the Committee or Superintendent. Why, then, should not the best results be obtained, especially if it is true, as has been repeatedly claimed by teachers everywhere both in private and in public, that one of the chief preventatives to good work in the past was the prevailing custom of basing promotions on examinations given by committees or superintendents?

Again, it appears to me that the principle so much emphasized in recent years, namely, that pupils must learn to do by doing, is somewhat misinterpreted and misapplied. I refer to the direction it is taking in written work. There is too much of it. Before the principles underlying the subject being studied are sufficiently developed, it is often the case that the pupils are set to work with slates or paper to exemplify them. It is true of the schools here as it is elsewhere. Teachers, as a rule, are too impatient to see visible results; and yet, when these are unsatisfactory, are apt to be disturbed, and frequently blame the pupils when they are not at fault; they haven't understood what is wanted of them.

Written work has its function, and an important one, in the school room; but, except in teaching a few branches, it should be used for drill, or a means by which the pupils express the knowledge that they have acquired. In short, it is a method of fixing and cultivating knowledge, not of implanting it. Therefore, in arithmetic, the oral and mental (so called) work should be given more prominence. Every new principle enunciated to a class should be most thoroughly explained, the language in which it is clothed analyzed and interpreted, and thorough oral drill should precede the written application; in geography, written work is either an examination on facts or a language exercise, and as such has its usefulness, but is not to be substituted for that teaching by which the world,

its phenomena, its products, and its inhabitants become to the pupils the visible and tangible things that they are. And so on with other studies the arguments might be multiplied. I have been led to speak of this written work in the schools because I have been unfavorably impressed, in my visits, with the amount of it that is done, and the results obtained. I could not but feel, often, that the teachers were reaping where they had not sown.

The teaching of elementary science is important, and should receive more attention in our lower schools. What is now done is desultory, and varies much in the different schools. There is no established course in it. When rightly conducted, there is no study that appeals more strongly to young pupils. It is well calculated to develop their powers of observation and comparison. It can be taught to advantage in connection with other branches, especially geography and language.

The "visiting days," inaugurated over a year ago, have proven successful. Many parents and others interested in the schools have been drawn into them on these days. The regular work of the curriculum is carried out, these days differing from others only in the fact that visitors are specially invited and provision made for them to see as much of the methods of teaching and the results obtained as possible. Between seven and eight hundred visitors are recorded as visiting these grades last year, exclusive of visits made by the Superintendent and Committee. Nothing is more desired by those in charge of the schools than to have our citizens possess an intimate knowledge of the work done in them; to see for themselves the methods employed, and the results obtained; to realize by personal observation the difficulties that are to be encountered in handling large numbers of pupils, and to better comprehend the reason why certain things which may appear to outsiders unnecessary are done, and why others which

they feel ought to be done are not done. While advice and candid criticism, based on intelligent study and observation of the schools, is welcome and will prove helpful in improving them, covert attacks made upon them, based upon isolated cases of apparent or even real wrong, are not just, do no good, but, on the contrary, are exceedingly harmful.

COUNTRY SCHOOLS.

There remain now but five schools classified as Country schools. The Cannonville school having become a strictly primary school was transferred to that department in September. But four of these are ungraded: the Clark's Point, the Plainville, the Rockdale, and the North: the Acushnet school is graded with three grades in each room.

Two teachers resigned from these schools during the year; the one at Plainville in June, and the one at Clark's Point in December. It is difficult to secure good teachers for the ungraded Country schools who are willing to serve in them for any length of time. Occasionally it happens that a good teacher resides in the neighborhood of one of these schools (as in the case of the North school at present), whose services can be secured and retained. But in most instances the teachers are compelled to board in the vicinity or to pay for transportation. In either case, they are put to extra expense and to much inconvenience. As the pay is no larger than that of teachers in the more favored portions, the successful ones are constantly seeking transfers to more desirable places. In addition to the inconvenience and expense to which this class of teachers is subjected, their work is laborious and exacting. Sometimes one of these schools has the whole nine grades in it, which includes pupils from the lowest primary to those fitting for the High school. It requires more than ordinary ability to make one of these schools efficient, and this ought to be recognized in some substantial manner.

Again, those who are forced to send their children to these schools are certainly entitled to the very best teaching for them. The school represents far more to both the children and parents in suburban settlements than in the urban. In order, therefore, to make this teaching most effective, something must be done to attract strong teachers to these positions, and to retain them there. This, I think, could be accomplished by paying larger salaries in them than in any other positions in the elementary schools. This I would recommend to be done.

An effort was made, more than a year since, to give the teachers of these schools more assistance in the subjects of drawing and music than they had previously received; but the work was interrupted by the resignations of the special teachers in these branches. Arrangements have already been made, however, with the new teachers in these subjects to continue this instruction.

With the exception of one school, the work done in them was quite satisfactory. If thorough, trained teachers could be secured for all of them, there is no reason why their work should not compare favorably with the best done in the graded schools of the city proper.

The Acushnet school is now as well housed as any in the city. Through the improved facilities for administering the school, and the efforts made by the teachers to improve the teaching, its efficiency has been much increased.

MILL SCHOOLS.

The law that was passed by the legislature a year ago requiring thirty weeks of schooling from each child until he is fourteen, instead of twenty, as heretofore, combined with some local causes, has increased the attendance on

these schools very materially. Although the membership for the whole year does not vary greatly from that of the preceding year, it is due to the fact that the law did not begin to be effective until the fall term. There are now twice as many pupils in these schools as there were a year ago.

The large attendance now necessitates the employment of an additional teacher in each school. Both schools are now cramped for room, but relief is soon to be provided. The completion of the Division street school will relieve the one in the south part of the city, and two additional rooms are to be built in the attic of the Cedar Grove school to accommodate the north school. The schools have done well during the year. The conditions are difficult to contend with, but both of the principals possess excellent administrative powers, which, coupled with their long experience, give them the ability to manage their schools successfully.

EVENING SCHOOLS.

Elementary schools.—These schools have grown to large proportions within the last few years. The causes of this growth have been given in previous Reports. The enrollment for the year was 1993, divided as follows: Males, 1263; females, 730. They necessitate the employment of nearly fifty teachers and four principals. Their cost for the year was \$9,370.08.

When they were reopened in the fall some changes were made: the salaries of the teachers were readjusted; all experienced assistants are now paid the same, \$5.50 per week, and the pay of the principals is scaled according to the size of the different schools and the responsibility involved; the Central school was abolished and the teachers transferred to other schools.

The success of these schools since the reorganization

took place (two years ago) has been marked. System in organization and good methods of teaching have effected this. These are as necessary for the success of evening as for day schools. Many pupils have been granted certificates of qualification which freed them from the necessity of attending. These certificates are issued to those who enter the schools as illiterates and become able to read and write easy English.

The accommodations at the Cedar Grove school house are not adapted to evening school pupils. The seats, except in two rooms, are altogether too small. The passage ways are utilized, but this is a poor makeshift. I see no way by which the matter can be improved much until a new school house is built in that vicinity for grammar grades. This will probably be necessary in a year or two. Many pupils who attend the Fifth street school are compelled to walk extremely long distances; many from the Howland Mill Village and from localities equally remote. I recommend that rooms be opened next winter in one of the school houses in the south part of the city for the accommodation of these pupils.

Drawing school. — This school has had a successful year. The whole enrollment was 84, divided as follows: Males, 69; females, 15. The average nightly attendance was 64.

Miss Florence A. Cleaves, teacher of drawing in the High school, took charge of this school at the opening of the fall term. She teaches the freehand department. Mr. Nye and Mr. Stetson have taught the same departments that they did last year.

A complete course of study was framed for the schools last year and put on trial. It was revised this year, and in its revised form is now the course followed. As it furnishes a complete outline of what is attempted in the school I will give it below.

In closing, I have but to say that the school is now on a good working basis, and the results are becoming very satisfactory in every department. More ought to seek the advantages offered by it. I think it would be an excellent idea to make a complete course of three years and grant diplomas to those worthily completing it.

COURSE OF STUDY AND REGULATIONS. EVENING DRAWING SCHOOL.

FREEHAND. FIRST YEAR.

To include seven sheets, as follows:

- 1. Sheet of model drawing, outline, from object.
- 2. Sheet of model drawing, outline, from object.
- 3. Sheet of model drawing, light and shade (charcoal), from object.
- 4. Sheet of model drawing, light and shade (charcoal), from object.
- Sheet of geometrical problems and historic ornament (preparatory for design).
- 6. (Two designs, one based on sheet 5; the other based on material
- 7. (given by the teacher.

FREEHAND. SECOND YEAR.

To include five sheets, as follows:

- 1. Sheet of outline drawing (hand, foot, or mask) from cast.
- 2. Light and shade drawing (charcoal) of ornament from cast.
- Light and shade drawing (charcoal, hand, foot, or mask) from cast.
- 4. Two designs (subject to be chosen by student)—tiles, iron work,
- 5. \ wall paper, any surface decoration, or design in the round.

ADVANCED.

Students can confine themselves to cast drawing (medium as teacher shall direct), or continue work in design.

MECHANICAL. FIRST YEAR.

To include eight sheets, as follows:

- 1. Sheet of geometrical problems.
- 2. Sheet of geometrical problems.
- 3. Sheet of orthographic projection.

- Sheet of orthographic projection, intersection of solids.
- Sheet of orthographic projection, development of surfaces.
- Sheet of orthographic projection, development of surfaces.
- Sheet of isometric projection, Sheet of isometric projection,

ARCHITECTURE AND PLUMBING COURSE.

SECOND YEAR.

To include six sheets, as follows:

- Sheets of details drawn in isometric: halving, mortise, and tennon, framing, roofing, brickwork, etc. 3. 4. Plan and elevation of house, framing, and roof truss of same.
- 6. Drawing from some object drawn to measurement.

MACHINE DRAWING. SECOND YEAR.

To include seven sheets, as follows:

- Simple details of machinery: as regulation nut, bolt head, etc.
- Gearing: spur, bevel, and worm gear.
- Developing a right and left hand, standard V, and square threaded screws, showing the technical, mechanical, and draughtsman's ways.

ADVANCED.

To include seven sheets, as follows:

- Drawing of a milling machine head, which includes the screw and 3. gear problems.
- Detail drawings of the same machine; placing dimensions and printing the number of each piece wanted.

GENERAL EXPLANATORY NOTES.

FREEHAND DRAWING. The aim is to give the student a thorough understanding of the principles of drawing, to teach the student to see for himself, and enable him to apply such knowledge to any work that includes drawing; also to give a thorough understanding of the underlying principles of design.

- MECHANICAL DRAWING. The aim is to teach mechanical drawing in such general form as to give a clear understanding of principles, and their application to any class of work.
- FIRST YEAR. I. Plane Geometry:—From elementary principles to include all problems on which the subject and principles of mechanical drawing are directly based; to be given by lectures, and by geometrical construction by the pupils; this to include explanation of use of instruments, and to give practice in their use.
 - II. Descriptive Geometry:—Being exercises principally in orthographic projection and applications of the preceding to the drawing of ordinary objects; the object being to end the year with a thorough knowledge of the drawing of ordinary working drawings of various objects.

The second year work in the Architectural Course is to include work on objects relating to building construction; to include also design and strength of material to a limited extent: that in the Plumbing Course to include a general description of plumbing plans, and construction, as required by the Board of Health.

The second year work in the Machine Course is to give the student a thorough understanding of the principles of machine construction, and how the work is carried on in shops, as well as the draughtsman's ways of working.

REGULATIONS.

- 1. Each student is expected to be punctual and regular in his attendance, obedient, and attentive to his work.
- 2. No student will be admitted to either first year class after the third week of school, unless he is able to pass an examination in the work already covered by the class.
- 3. When a student has completed the given number of sheets in either of the first year courses, and has passed a satisfactory examination in the required subjects, he will receive a written acknowledgment of the same.

When he has completed the second year's work, and passed an examination in the required subjects, he will receive a certificate stating that he has completed the regular course.

A student who has finished the regular course may attend the school as an advanced student.

- 4. If a student, when he enters the school, can pass an examination in either of the first year courses, he may join the second year class.
- 5. If a student wastes, or destroys, any material furnished at the school, or wantonly injures any school property, he shall pay for the same.

- 6. If any student intends to withdraw from the school before the close of the term, he will please give due notice to the principal.
- 7. Teachers shall keep a complete record of the attendance of the different departments of the school: and the principal shall make returns of the same to the Superintendent of Schools at the close of each school month.

They shall be the custodians of the property belonging to the school, and deliver the same into the hands of the Superintendent of Schools at the close of the school.

They shall also see that the regulations of the school are observed.

THE HIGH SCHOOL.

The reports for the year from this school show a slight increase in attendance. The average daily attendance for 1889 was 305; for 1890, 315.7. The number of pupils who entered from the lower schools last September was 140; the class that graduated in June numbered 61; the withdrawals for other causes during the year were 66.

At the close of the school year in June Miss Emma H. Wheeler resigned her position as teacher in the school to study another profession. The vacancy was filled by the advancement of Miss Helen L. Hadley, a teacher of the Fifth grade in the Fifth street grammar school. Also owing to the size of the class in September it was thought necessary to place another assistant in the school. The choice of the Board was Miss Mabel W. Cleaveland, who had taught a number of years in the Middle street grammar school. Both of these teachers have entered upon their new duties with an earnestness and enthusiasm that insures success.

Some modifications have been made in the course of study during the year. The course in arithmetic has been changed slightly that it might be more in line with the general plan of instruction pursued in this study in the elementary schools; English history and geology have been added to the electives of the last year; the course in drawing, which was formerly compulsory for the four

years, is now elective for the last two. I think these changes will prove beneficial to the school, and am of the opinion that it would be well to make drawing an elective after the first year, when the course now projected in the schools is in full operation. Under the new regulation relating to drawing, which went into operation in September last, twenty-four pupils in Class I. elected it, and sixteen in Class II.

The principal of the school in speaking of the discipline says, "In respect to discipline, the aim of the school is to train the pupils to self control, and to the voluntary practice of the moral virtues." This most assuredly is the true object of school discipline, and if the means employed to secure it are in harmony with the avowed principle the results will certainly be good. The tone of the school is wholesome. The teachers command the respect of the pupils, and the pupils that of the teachers. Cases of discipline have occurred, in dealing with which the teachers have possibly placed themselves in a position to be criticised; there have been pupils also who have not been touched with the spirit of the school; but these instances are the exceptions and not the rule.

Comparatively little complaint has been made during the year of too great exactions being demanded in lessons; in fact, much less than usual. High schools are criticised quite generally for over-pressure. The arguments pro and con have been gone over too often to need repetition here. I think there is as little real ground for such criticism against the High school here as can be expected. When any complaint has been made it has received attention, and if it seemed a just one after investigation, it was remedied if possible.

The instruction as a whole is thorough and in accord with the advanced ideas of the day. The teaching is not free, however, from two faults which are common to schools in general. First, too much of the recitation time is occupied by the teachers and not enough by the pupils; second, too much subject-matter is frequently presented to the pupils at a recitation. The two are closely related and those teachers who indulge in the first are prone to the second. They are often the ones who possess a thorough mastery of the branches they teach, and are so enthusiastic concerning them, that they are not conscious of the amount of time they occupy in discussing them, and fail to measure the receptive powers of their pupils.

In the Report last year I devoted some space to a discussion of the movement by which a more practical turn is being given to high school instruction in many places by incorporating in the course a manual training or mechanic arts department. I quoted at some length from the testimony of those who know from personal experience of the success of such a departure. This movement is constantly gaining ground, and each year there are new places that put the experiment into operation. I consider the matter sufficiently important to again direct the attention of the Board to it, and trust that at least it will be taken under advisement. A city of our resources can afford to be a pioneer in such matters and not a simple follower.

By the kindness of the principal, Mr. Huling, I am able to present here certain facts of interest regarding the recent graduates of the school and an outline of the course of study with explanatory notes by him. His recommendation under section 4 I would most heartily second. If our High school is to fit pupils for college let it be done most thoroughly, and that is not possible with the average pupil in the time now allotted the course.

STATISTICS.

^{1.} Number of pupils who graduated from the school last June who are

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pursuing higher or supplementary courses of instruction, follows:

At Howard Medical University,	1
At Harrington Training school,	12
At Swain Free school,	10
At other institutions or by private instruction,	3

 Number expecting to enter Brown University in September, 180 not included in above,

Number expecting to enter a medical institute in Septembe 1891,

- 3. Number post-graduates connected with school during year,
- 4. Number pupils taking classical course at present,

COURSES OF STUDY.

CLASSICAL COURSE.

GENERAL COURSE.

First Year - Class IV.

English, 40. English, 40. Algebra, 40. Algebra, 40.

History (Greece and Rome), 20. History (General), 40.

Latin, 40.

Second Year - Class III.

English, 40. English, 40. Geometry, 40. Geometry, 40. Latin, 40, or

Greek, 40 (if needed). Physiology, 20; Book-keepin

Third Year - Class II.

English, 40. English, 40. Latin, 40. Latin, 40.

French, 40, or French, 40 (optional).

German, 40. German, 40 (optional).

Greek, 40 (if needed). Zoölogy, 20, and Botany, 2

Physics, 40 (if needed). tional).

Physics, 40 (required of the optional for the girls).

Fourth Year - Class I.

English, 40. English, 40.

Latin, 40.

French, 40, or

German, 40.

Latin, 40 (optional).

French, 40 "

German, 40 "

German, 40 "

Physics, 40 (if needed). Greek, 40 (if needed). Reviews, 40. Chemistry, 40 (optional).

English History, 20, and Civil Government, 20 (optional).

Geology, 20, and Astronomy, 20 (optional).

NOTES.

- 1. The figures appended show the number of weeks each subject is pursued within the school year.
- 2. Recitations in the studies named above occur four (rarely five) times a week. In addition, lessons in arithmetic, drawing, and singing are given once a week. There are also exercises in free gymnastics for all nearly every day, and in military science for the boys once a week.
- 3. Lectures are given to all students of Class III. upon physiology with special reference to the effects of stimulants and narcotics.
- 4. In the Classical Course, the studies will be varied in accordance with the requirements of the coilege chosen. Only those pupils who are exceptionally strong in intellect and health can completely satisfy the demands of the best colleges in four years; hence, in most cases, a fifth (post-graduate) year of study is recommended.
- 5. In the General Course, each student is expected to pursue three main studies. A fourth study may be taken if, in the judgment of the Principal, the circumstances warrant such a step. English is a required study throughout the course; algebra, history, and geometry are required each for a single year. In the first year there are no optional studies. In the second year the choice lies between Latin on the one hand, and physiology, followed by book-keeping, on the other. In the third year physics is required of all the boys, and is optional for the girls; Latin, French, German, and zoölogy, followed by botany, are optional for all. In the fourth year all the studies except English are optional. Latin, French, and German, however, if once begun, must be continued two years.
- 6 . An average of 70 per cent. in scholarship is requisite for promotion and graduation.
- 7. The work in English occupies one third of the student's time continuously for the four years. It follows, in general, four lines: the principles of composition and rhetoric, practice in composing, the reading and study of literature, and the biography of authors. These are pursued pari passu throughout the course, but in varying proportions at different periods. In the first year two fifths of the time is occupied in language work, including exercise writing, with a little technical grammar. The remainder is given to the reading of specimens of general literature and the study for a considerable period of a longer work, as

Irving's Sketch Book, Longfellow's Evangeline, and Franklin's Autobiography. In the second year one fifth of the time is devoted to rhetorical work, with occasional exercises, and four fifths to the reading and study of specimens of American literature. About a dozen authors are dwelt upon with considerable care, and others more lightly. Three works are studied for a longer period, viz.: Whittier's Snow Bound, Lowell's Sir Launfal, and Emerson's Essays. In the third year similar work is done upon the most important writers of English literature. Some dozen authors are taken up quite critically and numerous others with less fullness. The pieces of literature themselves are examined, annotated, and discussed, portions of them are committed to memory, and the opinions of contemporary and modern critics are referred to. In the fourth year essentially similar work is carried on, but with more minute criticism and more thoughtful discussion. It is based upon Shakespeare's Hamlet, Merchant of Venice, and Midsummer Night's Dream, Byron's Childe Harold, and Milton's Paradise Lost (in part). In studying Shakespeare the whole setting of the Elizabethan era is brought out,—the history of the time, the state of society, the idioms in common use, for instance; and so with the other poems. Attention is given also to the structure and growth of the English language. Throughout the course monthly compositions are required, many of which are corrected with the pupil at the teacher's side; also short extracts are committed to memory and recited. The aim of the whole course is to develop in the pupil facility and accuracy of expression by tongue and pen, and also an appreciative acquaintance with the best in American and English literature.

- 8. In arithmetic the weekly lessons are designed to keep the pupils familiar with processes learned elsewhere and to supplement deficiences. The work is distributed over the four years thus:
- Class IV. 1. Reviews as follows: Percentage and its application to Profit and Loss, Commission, Simple Interest, Commercial Discount and Bank Discount. 2. New subjects: Compound Interest, the principle involved and its application to a few simple examples. 3. Drill Class exercise each week for a few minutes in adding long columns of figures; business forms.
- Class III. 1. Reviews as follows: Examples from time to time, in the subjects taught in Class IV., Taxes, Insurance, Partnership. 2 New subjects: Partial Payments, U. S. rule and a few examples in application; Involution and Evolution. 3. Drill: As in Class IV.
- Class II. 1. Reviews: Examples from time to time in the subjects previously taught, especially in Percentage, Simple Interest, Commercia and Bank Discount, Ratio and Simple Proportion. 2. New subjects Compound Proportion, Custom House Business, Stocks, Exchange 3. Drill: As before.

Class I. 1. Metric System. 2. Mensuration. 3. General reviews. Simple interest is computed hereafter in all classes by the following rule:

Find the interest for 60 days at 6 per cent. by taking 0.01 of the principal. For other periods of time take convenient multiples or aliquot parts of the interest for 60 days.

In algebra the students are usually carried to radical expressions. In geometry the pupils are led to use the definitions and axioms, when acquired, in tracing logical conclusions from given premises, within the range of plane geometry. Original demonstrations are encouraged from the outset. Advanced courses in algebra and geometry are given to students preparing for higher institutions.

- 9. In physics and chemistry, experiment by the pupils is relied upon in work involving the conditions necessary to produce given phenomena and also that involving measurements. Principles are brought out by the teacher with illustrative experiments. The text-book is used for subsequent applications of the principles and for reviews. Observed results are recorded by the pupil in his note book, which, after correction by the teacher, furnishes material for recitations. Reference books are freely used. Two laboratory exercises, two recitations, and a lecture ordinarily make up a week's work. One division of the physics class pursues the course of forty experiments required for admission to Harvard College.
 - 10. Zoölogy and botany are so taught as to secure close and exact examination of specimens, by dissections and analysis, and the development of logical thought and expression. After personal observation with the necessary implements, books and pictures are consulted; then drawings are made and the results of the pupils observations are systematically arranged and recorded. Recitations are based upon these observations, as well as upon lectures and text-books.
 - 11. Latin is begun the first year by those alone who intend to enter college; other students begin this subject the second year. In the beginning class the aim is to master the declensions and conjugations, to learn the principles of construction, and to build up a limited vocabulary. In the second year Cæsar is read, with grammatical reviews and weekly exercises in composition. In the third year attention is given to Vergil and in the fourth to Cicero. Exercises in composition and sight reading are frequent. In Greek the first year's work has the same aim as that of the first year in Latin; the second and third are given to Xenophon and Homer (with Herodotus, when needed) and to work in prose composition.
 - 12. In the two years devoted to the study of French and German the instruction aims to secure a thorough knowledge of elementary grammar, an ability to understand the spoken language, a readiness of cor-

rect and idiomatic expression upon simple subjects, and an ability to translate into English, and from English into French or German.

- 13. The study of general history occupies the first year. The objects sought are the encouragement of independent thought, the arrangement in compact and logical order of the facts under consideration, the comprehension of the purpose underlying words and acts, and the application of the lessons of the past to the present. A large collection of pictures has been gathered and is in constant use to heighten vividness of impression. Map drawing is brought in to secure definiteness in the location of historical places. Selections from historical novels and standard histories are introduced to develop a taste for historical reading. Students preparing for higher institutions, in their last year supplement this outline with a fuller course. In the last year, also, there is an optional course in English history, based on the text-book and on class discussion.
- 14. The course in astronomy is descriptive rather than mathematical and is based on the text-book, together with observations taken through a telescope having a six-inch objective. A smaller telescope is also used by the pupils for work without personal oversight, as in the drawing of sun-spots.
- 15. In geology instruction with the aid of the text-book is given in the historical and structural branches of the subject. In addition the pupils are taught by laboratory practice to identify the common New England rocks and subsequently to make collections of specimens collected and identified by themselves. Some thirty-five specimens were thus treated by each pupil in the last class.
- 16. The half-year in civil government, coming at the very end of the course, is intended to be a direct preparation for citizenship. The general principles of government are first examined. Then the origin and history of the New England colonies are reviewd. Next the constitution of Massachusetts is discussed, together with the details of town, city, and county management. Finally the constitution of the United States is taken up. At proper stages the pupils are taken to observe the legislature, the city council, and the superior court in session, and in general the study is made as objective as the conditions warrant.
- 17. In respect to discipline, the aim of the school is to train the pupils to self control, and to the voluntary practice of the moral virtues.

THE TRAINING SCHOOL FOR TEACHERS.

The object of this school, the course of study pursued by the pupil teachers, the regulations governing it, the terms of admission to it,—all these were given in las year's Report. It remains but to speak of its present condition and what has been accomplished in it during the year past.

The school completes its existence of a year and a half the first of February, 1891, when the first class to complete the full course will graduate. A class of five was graduated last February, and one of eight in June. All of these young ladies are now teaching in the schools and in most cases are rendering acceptable service. These classes were composed of young ladies who were on the waiting list of teachers when the school was organized and many of them had had more or less experience in teaching before entering it.

Those who graduate from the school are given diplomas and placed on the approved list of teachers, and, when appointed to regular positions, are given second year's pay. A few have been refused diplomas who have not reached the requirements.

Besides teaching the three hundred children who attend the school, the pupil teachers are required to act as substitutes when the regular teachers in other schools are absent, provided there are no graduates available. As will be seen by the statistics at the end of this article, there were many requisitions on the school for substitutes the past year. This made it exceedingly hard for the principal and her assistant; for they were often compelled to do double duty. It was also trying to those pupil teachers who were obliged to be out of the school for weeks at a time and yet maintain their standing. The same condition of things is not likely to occur again, and the school will not probably be called upon in the future so frequently for substitutes as to cramp the work there.

Notwithstanding all the difficulties that the school had to contend with, the interests of the children who attend it were well cared for. The principal and her assistant

were compelled to neglect somewhat their normal work with the pupil teachers in order to effect this; but first of all the interests of the pupils are considered in conducting the school. The good methods employed in teaching and the careful oversight exercised by those in charge, more than compensate in the teaching for the frequent changes of teachers and their comparative inexperience. And I am convinced that the immediate results obtained here compare favorably with the best of the other schools in the city, while more attention is given than in many of the schools to developing those powers which will aid the pupils in the future.

The order is good, and while it would not be at all strange if there were more breaches of discipline than in other schools having permanent teachers, I do not find it so. Stress is constantly laid upon the necessity of teaching the pupils to act from right motives, and the effect is apparent in the general good tone that pervades the school.

The special teachers in music and drawing visit this school each week, dividing their time between the regular pupils and the pupil teachers. It is essential that the latter acquire a good knowledge of the methods employed in teaching these subjects, that they may put them into practice not only in the Training school but in the positions they are to fill in the future. The hour each week that the special teachers give to the pupil teachers cannot be better employed for the general good of the schools.

The school is in excellent condition and is doing well the work for which it was instituted. If the Board continues the same policy in administering it that it has heretofore pursued, there is no question but it will prove a powerful instrument in making the whole school system more effective. It may be necessary to regulate the size of the entrance classes in order to have the school work to the best advantage and to be maintained at the least necessary expense. The entering classes each February will undoubtedly be larger than those entering each September unless some action is taken by the Board regulating the size of the entering classes. For example, the entering class last September consisted of but two, while twelve or fourteen are expected in February. This results from the graduates of the High school (from whence most of the candidates come) preferring to wait six months after graduating before taking the entrance examinations.

It will happen, then, that there will at times be very small Senior classes, necessitating the temporary assignments of some of the graduates of the school as teachers, while the Junior classes will be unnecessarily large. By limiting the entrance classes to eight or nine, selecting this number by rank at each examination from the candidates taking it (provided more than that number present themselves and pass at any one time), and giving those who have passed the examination the preference at the next assignment over those taking the examination later, the difficulty might in a great measure be overcome.

The number of different persons who visited this school during the year attests the interest that is taken in it. These schools are multiplying throughout the country, and there is scarcely a New England city of any importance that does not boast of one. These vary in efficiency, however; those in the larger and wealthier cities excelling by virtue of the broader basis upon which they are founded and the advantages that they receive. There is nothing to prevent this one from being the very best, and I am confident that it needs but the experience of a year or two more to become so, if it has not already attained that distinction.

STATISTICS FOR YEAR.

Number pupil teachers enrolled during the year,	32
Number pupil teachers admitted in February,	5
Number pupil teachers admitted in September,	2
Number pupil teachers graduated in February,	5
Number pupil teachers graduated in June,	8
Number pupil teachers in Senior class, Dec. 20, 1890,	8
Number pupil teachers in Junior class, Dec. 20, 1890,	6
Number pupil teachers in Sub-Junior class, Dec. 20, 1890,	2
Number days' substituting by pupil teachers,	193
Number days' absence for other causes,	195
Total number days' absence by pupil teachers,	388
Number different persons who visited school,	258
Number different visits made the school,	589
Average daily attendance of pupil teachers,	17
Average daily attendance of Senior and Junior classes,	13
Average number of pupils belonging to the school.	294

SPECIAL BRANCHES OF STUDY.

Music.—The work in this study was somewhat interrupted during the year by a change of supervisor. Mr. Diman resigned the position that he had held for a number of years as instructor in this branch. He had been dividing his time for some months between the schools here and those of another place. The Board felt that the whole time of a male teacher of this subject was needed here. Mr. Diman did not care to accept the proposition made to him by the Board and it became necessary to find another teacher.

The choice of the Board was Mr. F. H. Butterfield of Washington, D. C. Mr. Butterfield is a teacher of long and successful experience. He held the position of supervisor of music in Washington when he was called here. He entered upon his work with us about the first of October. While his methods differ somewhat from those of his predecessor, he is familiar not only with his own special subject but with educational principles in general, and applies them to his teaching. It is not yet time to

judge of the results, but I am confident from what I have already observed that the instruction in music in our schools will continue to be most efficient.

Drawing.—The instruction in this subject has been in an unsettled condition so long that satisfactory results are not produced and as yet can scarcely be expected. Misfortune has seemed to pursue this branch. It is not to be wondered at that the regular teachers feel less confidence in teaching it than any other. No plan has been followed in quick succession by several plans, and it is to be devoutly hoped that the present one possesses at least the elements of permanency, and that the present special teachers will be able to put it into successful operation.

Miss Florence A. Cleaves now has charge of the subject in the High school. Miss Adelaide B. Hyde, who had charge of the work in the elementary grades for one year, was granted leave of absence for the fall term on account of failing health. She has been obliged on account of her health to resign her position, and will be succeeded by Miss Blanche I. George of Boston. Before resigning Miss Hyde prepared a complete scheme of drawing for all the grades which is now on trial. It will undoubtedly be followed in the future with slight modifications.

Both Miss Cleaves and Miss George have received thorough training for their work, and if there are no interruptions for several years, they will be able, I am confident, to give this study a value in our school curriculum that it has not yet attained.

Sewing.—No change has occurred in the methods of conducting this branch of instruction during the year in the teaching force.

While recognizing the importance of this work, the amount of good that is accomplished by it, and the faithfulness of the present teachers, I feel that there are some

things in the present methods of conducting it that migl be improved and trust the matter may be taken under consideration.

PEDAGOGICAL LIBRARY.

This library was established some two years ago that the teachers might have access to a number of books relating to the history of education, the science and art of teaching, and kindred subjects.

It is located at the office of the Superintendent of Schools. It now contains 152 volumes, and others are abe added from time to time. A complete list of the book that were in the library when the last Annual Report was issued, was given in it. Those that have been added since are given in this connection.

The teachers have patronized the library to quite a extent, thereby showing their appreciation of it. Tw hundred thirty books have been taken out by them sinc it was formed.

But this does not measure the amount of profession reading done by the teachers. Many of them own bool of their own on educational subjects, are regular sul scribers to educational papers, patronize the Public Library and also are supplied with books and papers from the Howland fund; all of these means they use for improving their special and general knowledge.

List of books added to library within the year 1890:

No.	Title.	Author.
137.	Courses and Methods	Prince.
138.	Pestalozzi: His Life and Work	De Grumps.
139.	Elementary Psychology	Baker.
	Linder's Empirical Psychology	
	The Manual Training School	
	Introduction to Shakespeare	
	Teachers' Manual of Geography	
		"

145.	Insecta
	School Hygiene Newsholme.
147.	Astronomical Geography Jackson.
	Nineteenth Century Authors Hodgkins.
149.	The Reproduction of Geographical Forms Redway.
150.	Natural History Object Lessons Ricks.
151.	Essentials of Method De Garmo.
152.	Industrial Education Seidel.

NO SESSION OF SCHOOLS.

In order to have some definite arrangement by which parents and teachers may be notified when it is thought best to have no session of the schools in the morning or to dispense with the afternoon session, the following vote was passed by the Board at its regular November meeting: "Voted, That the Superintendent of Schools be empowered to consult with the Chief Engineer of the Fire Department, and arrange, if possible, for a system of alarms to be struck by order of the Superintendent of Schools when in his judgment there should be no session of the schools on account of the weather—this vote to apply to the grammar and primary grades only, and not to the High school or country schools."

In accordance with the above vote an arrangement was made with the proper officers of the Fire Department and the following system of signals agreed upon, notice of which was sent to teachers and parents:—The signal 22 (that is, two strokes, an interval, and the two strokes repeated) sounded on the fire alarm at 8.15 A. M., will indicate no school in the primary and grammar grades in the forenoon.

The same signal sounded at 12.45 P. M. will indicate no school in the primary and grammar grades in the afternoon.

If the signal is sounded at 8.15 A. M. and not repeated at 12.45 P. M., there will be a school session in the afternoon.

This regulation does not apply to the High school or the country schools.

It is not always possible to forecast the weather, and therefore no-sessions are ordered at times when it appears later that it would have been better to have had school; and, again, the signal is sometimes not struck when the weather an hour later would have demanded it. The signals must be struck at just such times and a decision one way or the other must be made some minutes before. It should be remembered always that whatever action is taken the good only of the majority of the pupils is considered.

NATIONAL FLAGS FOR THE SCHOOL.

I should be remiss in my duty if I closed this Report without making proper acknowledgment of the gifts of the national flags that a number of our schools have received from several of their generous and patriotic friends.

The Harrington Training school was the recipient of a fine flag and staff from the William Logan Rodman Post, G. A. R. They were presented on Memorial Day by the Post with public exercises which were witnessed by a large audience. The presentation speech was made by Hon. Thomas W. Cook. His Honor Mayor Clifford accepted the flag in behalf of the Board with the eloquence and appropriateness of speech that characterize his public utterances. The exercises were impressive and instructive.

The other schools that have received flags, with the names of their donors, are as follows:

Thompson street school, Dartmouth street school, Middle street school, Acushnet school, Gen. J. D. Thompson.
Jonathan Howland, Jr.
Messrs. Sanders & Barrows.
Messrs. Brownell & Murkland.

The Board expressed its appreciation of these gifts by suitable action in each case. The pupils and teachers in these favored schools are interested in these flags and proud of them.

These national emblems floating day after day above the school houses are object lessons of importance. Every child should be taught the significance of the flag and what it represents in our national life; should be made to feel that it is the duty of every American citizen to love and defend it and all that it symbolizes.

CONCLUSION.

Teachers' meetings have been held throughout the year both by me and by the special teachers. We have not been favored, however, by addresses from educators of other places as in the past. I hope that arrangements may be made the coming year for a number to be delivered to the teachers on topics bearing directly upon the school work. They would be stimulating and helpful.

I had intended before this time to have issued the complete course of study for all the grades of the schools; but various causes have prevented. While the teachers are now working on the general line to be followed in this new course there are yet some important matters to be determined upon before it would be well to print it. There seems to be no good reason why it cannot be issued by the beginning of the next school year.

In closing, I wish to express to the members of the Committee my appreciation of the counsel and aid that they have so willingly accorded me at all times; also to extend to the teachers my hearty thanks for their cordial cooperation in my efforts to elevate the standard of the schools.

Respectfully submitted.

WM. E. HATCH, Superintendent of Schools.

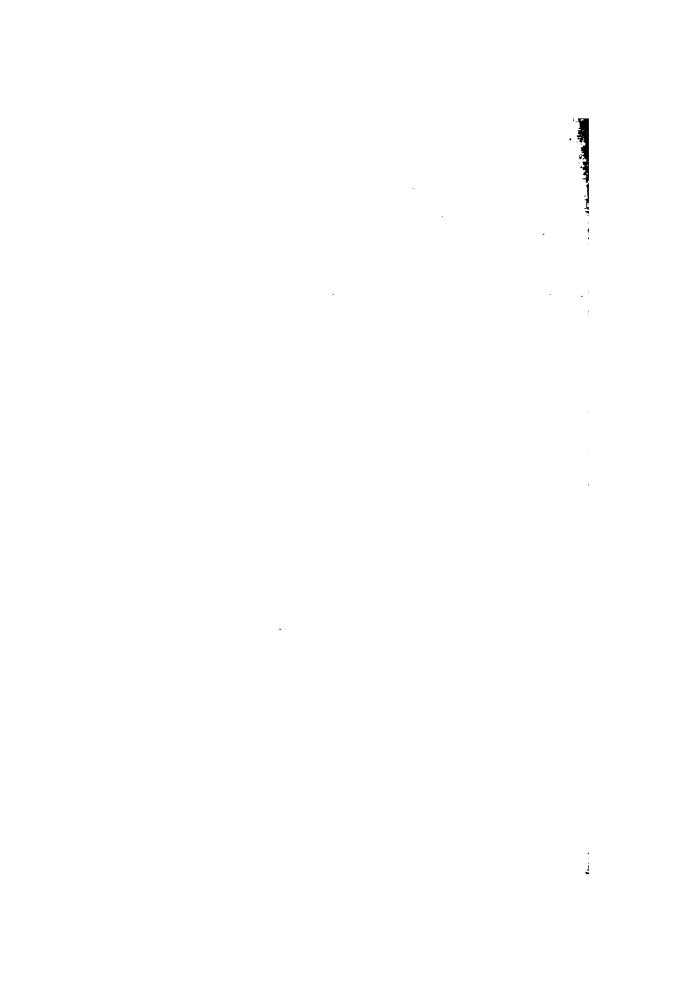
LIST OF TEACHERS.

	HIGH SCHOOL.		
Grade.		Residence.	Salary.
	Ray Greene Huling, Principal,	195 Cottage street,	82,750
	Chas. T. Bonney, Jr., Sub-Master,	121 Washington "	1,600
	Chas. R. Allen, Science Teacher,	1 Lincoln "	1,500
1	Sarah D. Ottiwell,	74 Kempton "	1,000
2	Elizabeth P. Briggs,	366 Union "	900
2	Lydia J. Cranston,	81 North "	900
3	Lucretia N. Smith,	72 Foster "	900
3	Mary E. Austin,	214 Kempton "	900
3	Mabel A. Spooner,	12 Morgan "	500
4	Helen L. Hadley,	196 Grinnell "	650
4	Emma K. Shaw,	72 High "	800
4	Mabel W. Cleaveland,	81 North "	650
	Florence A. Cleaves, Drawing Teac		550
	John K. McAfee, Military Instruct	or, 72 School "	300
	GRAMMAR SCHOOL	DLS.	
FIFTH ST	rreet:		
	Allen F. Wood, Principal,	111 Acushnet av.,	1,800
ត	Lydia A. Macreading,	17 Bonney street,	550
5	Harriet F. Hart,	233 Acushnet av.,	550
6	Mary E. Allen,	25 Madison street,	550
6	Sarah E. Stoddard,	352 County "	550
7	Nancy H. Brooks,	135 Fourth "	550
7	Janet Hunter,	55 No. Sixth "	550
8	Mary A. Kane,	157 Grinnell "	550
8	Blanche W. Sheldon,	169 Union "	480
9	Grace L. Carver,	147 Acushnet av.,	450
9	Lena B. Chubbuck,	148 Purchase st.,	550
MIDDLE	STREET:		
	George H. Tripp, Principal,	Fairhaven.	1,800
-		117 Hillman street,	550
5	Agnes J. Dunlap, Katharine Commerford,	634 County "	550
6	•	103 School "	550
6	Etta M. Abbott,	64 Smith	550
7	Lucy B. Fish,	619 County "	550
7	Lucy D. Ashley,	37 Fifth "	550
8	Clara B. Watson,	131 Chestnut "	
8	Maria B. Clark,	101 Onestuat	550 550
9	Mary R. Hinckley,	iii iiigii	550 =50
9	Clara S. Vincent,	233 Middle "	550

SUPERINTENDENT'S REPORT.

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5 Emma A. McAfee, 72 School st., 550 5 Anna L. Jennings, 115 Maxfield st., 550 6 Mary E. Sturtevant, 220 Summer st., 550 6 Emma B. McCullough, 300 Purchase st., 475 7 Martha A. Hemenway, 5 Lincoln st., 550 7 H. Jennie Kirby, 111 Summer st., 500 8 Josephine Almy, 201 Cottage st., 550 8 Mary L. Pettey, 22 Pope st., 550 8 Mariana N. Richmond, 34 High st., 525 9 Emma B. Allen, Morgan st., 525 9 Emma B. Allen, Morgan st., 525 9 Emily A. Delano, East Freetown, 500 9 Anna I. Dexter, 11 Franklin st., 450 THOMPSON STREET: 7 Katharine N. Lapham, Principal, Cor. Union & Sixth sts., 825 8 Abby F. Sullivan, 230 County st., 550 8 Cora B. Cleaveland,	5 Emma A. McAfee, 72 School st., 550 5 Anna L. Jennings, 115 Maxfield st., 550 6 Mary E. Sturtevant, 220 Summer st., 550 6 Emma B. McCullough, 300 Purchase st., 475 7 Martha A. Hemenway, 5 Lincoln st., 550 8 Josephine Almy, 201 Cottage st., 550 8 May L. Pettey, 22 Pope st., 550 8 Mariana N. Richmond, 34 High st., 525 9 Emma B. Allen, Morgan st., 525 9 Emma B. Allen, Morgan st., 525 9 Emily A. Delano, East Freetown, 500 9 Anna I. Dexter, 11 Franklin st., 450 THOMPSON STREET: 7 Katharine N. Lapham, Principal, Cor. Union & Sixth sts., 825 8 Abby F. Sullivan, 230 County st., 550 8 Cora B. Cleaveland, 81 North st., 425 9 Mary A. Macy, <t< td=""><td>Grade.</td><td>Churles F F Mosher Principal</td><td></td><td>-</td></t<>	Grade.	Churles F F Mosher Principal		-
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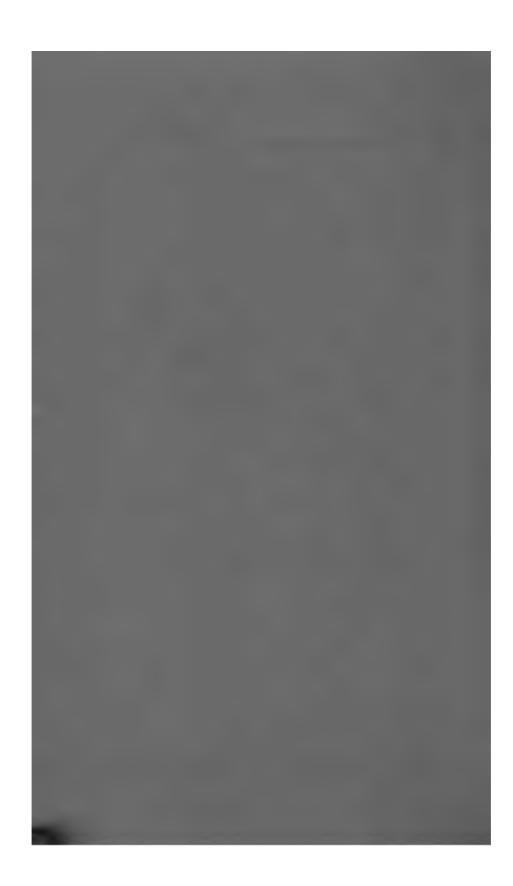


SUPERINTENDENT'S REPORT.

CEDAR GROVE STREET:

	Salary.
Allen F. Wood,	\$12.00 per week.
Robert Washburn,	5.50 "
Annie G. Brawley,	5.50 "
Grace L. Carver,	5.50 "
Myra A. Leach,	5.50 '
Nannie P. Slocum,	5.50 "
Daisy M. Butts,	5.50 "
Addie J. McFarlin,	5.50 "
Mary R. Hinckley,	5.50 ''
Abby R. Johnson,	5.50 "
Lydia A. Macreading,	5.50 ''
Sarah E. Kirwin,	5.50 ''
Lizzie Bennett,	5.50 "
Susie P. Diman,	5.50 ''
Carrie A. Shaw,	5.50
MERRIMAC STREET:	
Joseph P. Kennedy,	10.00 "
Regina M. Paul,	5.50 ''
Edith M. Weeden,	5.50 "
Bessie P. Peirce,	5.50 "
Janet Hunter,	5.50 "

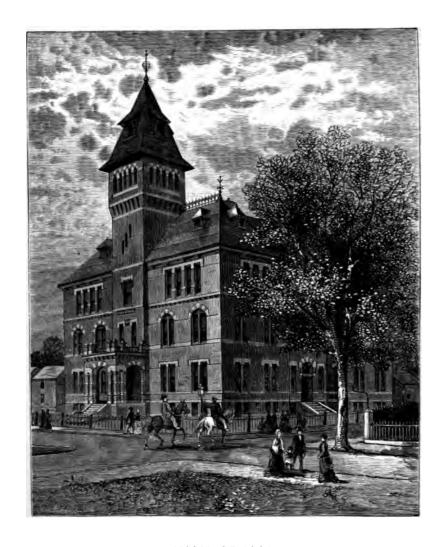




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HIGH SCHOOL.

ERECTED 1876 SEATING CAPACITY 400.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

City of New Bedford,

TOGETHER WITH THE



Superintendent's Annual Report,

FOR THE YEAR 1891.

NEW BEDFORD:

E. ANTRONY & SONS, Incorp., CITY PRINTERS.

1892.

IN SCHOOL COMMITTEE,

Jan. 5, 1892.

Voted, That the Secretary is hereby instructed to prepare the Annual Report of the School Board, and that 1200 copies of the same be printed.

REPORT OF THE SECRETARY.

By direction of the School Committee, I submit to our fellow-citizens the following Report for the year 1891.

STATISTICS.

I. POPULATION AND VALUATION.

The population of the city (census of 1880) was	26,875
The population of the city (census of 1890) was	40,705
Estimated population of the city (Dec. 31, 1891) is	44,000
Valuation of taxable property (1891) was	38.518,943.00

II. SCHOOL CENSUS.

School census, May, 1890, (children between 5 and 15 years	
⁰ f age),	6,833
School census, May, 1891. (children between 5 and 15 years	
of age),	7.891
luc rease during year, (children between 5 and 15 years of age),	1,058

SCHOOL CENSUS BY WARDS.

	1890.	1891.	Gain.
Ward One,	2,007	2,530	523
Ward Two.	713	716	3
Ward Three.	677	698	21
Ward Four.	439	452	13
Ward Five.	686	761	75
Ward Six,	2,311	2,734	423
	6,833	7,891	1,058

LOCATION OF CHILDREN BETWEEN 5 AND 15 YEARS OF AGE, AS REPORTED BY CENSUS OFFICERS.

	Attending Public Schools.	Attending Private and Parochial Schools.	Attending no School.
Ward One,	967	1,029	534
Ward Two,	441	174	101
Ward Three,	591	34	73
Ward Four,	347	39	66
Ward Five,	532	136	93
Ward Six,	1,788	454	492
	4,666	1,866	1,359

REMARKS ON THE CENSUS.

The rapid growth of the city is evidenced by the school census given above. Within a year the increase in the number of children in the city, between the ages of 5 and 15, has been 1058. While the compulsory age of school attendance in this State is from 8 to 14, children are received into the schools at 5 years of age, the majority beginning between the ages of 5 and 6. The majority of the pupils in the upper grade grammar and the High school are over 14 years old. The basis for the school census, then, throughout the State, is not the compulsory school age, but the period from 5 to 15 years of age, and the distribution of State aid to the small and poor towns is based on the school census.

The statistics of school attendance show that the increase in the number of children in the city has been proportionately felt in the schools. There were 530 more pupils enrolled for the year 1891 than for the year 1890. In the above table giving the number of pupils who were reported by the census officers as attending or not attending school at the time the census was taken, 23 per cent. are reported as attending private and parochial schools, and 17 per cent. as attending no school. It must not be inferred from this, however, that the 17 per cent. have not attended school at all, or will not. This number in-

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SCHOOL REPORT.

VI. TEACHERS.

Whole number in service, December 18, 1891:

High school,	. 14
Training school,	17
Grammar schools,	40
Primary schools,	60
Country schools,	7
Mill schools,	4
Special teachers,	5
Temporary assistants,	2
Evening schools,	51
Total.	200

VII. PUPILS.

DAY SCHOOLS, 1891.

Whole number pupils enrolled of all ages,	6,383
Average number pupils belonging,	5,024
Average daily attendance,	4,521
Per cent. of attendance,	90
Number of half-days' absence,	185,481
Number cases of tardiness,	13,574
Number cases of dismissal,	14,938
Number cases truancy reported by teachers,	197
Number cases corporal punishment,	901
Half-days' absence of teachers,	721
Number cases tardiness by teachers,	135
Number visits made the schools by superintendent.	565
Number visits made the schools by committee,	777
Number visits made the schools by parents and others,	2,938

EVENING SCHOOLS.

	Boys.	Girls.	Total.
Whole number pupils enrolled,	1,380	662	2,042
Average number belonging,			903
Average nightly attendance,			678
Per cent. of attendance,			75
Total nights' absence,			12,917
Number cases tardiness.			2,136
Number visits by committee,			120

EVENING DRAWING SCHOOL.

	Boys.	Girle	Total.
Whole number pupils enrolled,	68	17	85
Average number belonging,			60.5
Average nightly attendance.			55.7
Per cent. of attendance,			90
Total nights' absence,			321
Number visits made by committee,			1

PRIVATE AND PAROCHIAL SCHOOLS.

	Boys.	Girle.	Total.
Whole number enrolled,	1,062	1,248	2,302
Average number belonging,		•	2,017
Average daily attendance.			1,855
Per cent. of attendance,			92

REMARKS UPON THE STATISTICS.

The enrollment of pupils in the schools shows a steady and rapid increase. The whole enrollment in the day schools for the year 1891 was 6383, an increase of 530 over the year 1890; the average number belonging, 5024, an increase of 415; the average daily attendance, 4521, an increase of 421. The ratio of attendance to the average number belonging was 90 per cent., while the year before it was 89 per cent.; this is a slight gain.

It is a most commendable fact, also, that with an average number belonging of 415 more pupils than during the preceding year, there have occurred less actual cases of absence, fewer tardinesses, dismissals and truancy, as well as 26 per cent. less cases of corporal punishment. These figures show improvement in the lines that I trust will show still better returns in the future.

The statistics under the heading "Evening Schools" reveal what an important factor they have become in a few years in the educational agencies of the city. With an enrollment of 2042, and an average number belonging of 903, it has required five principals and forty-six assistants to

conduct them. They are no slight increase to the expense and care of the school department.

The statistics for the private and parochial schools are furnished, as usual, by the courtesy of those in charge of those institutions. Although in some of these schools the statistics are not kept with the same accuracy as they are in the public schools, the summaries show, without doubt, a close approximation to the actual facts.

COST OF INSTRUCTION PER SCHOLAR, BY SCHOOLS.

In this connection, the cost of instruction per scholar is based upon the average number belonging to each school during the year, and the amount expended for hire of teachers, fuel, care of school-houses, books and supplies (except those furnished from the income of the Sylvia Ann Howland fund), the term "care of school-houses" including only the salaries of janitors.

Elsewhere in the report is given the cost, by departments, of each pupil, based on the average number of pupils belonging, and the total amount expended for the maintenance of each department during the year. This last computation will be the basis upon which tuition of non-residents will be collected.

TABLE 1. This table is computed, as in former reports, on the items classified above.

The cost of maintenance of each scholar in the High school for the year has been	\$ 50.23
Grammar schools:	
Fifth street,	\$24.87
Middle street.	25.35
Parker street,	21.10
Thompson street,	20.44
Harrington Training school.	21.90

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SCHOOL REPORT.

Primary schools:	
Acushnet avenue,	\$ 15.10
I. W. Benjamin,	20.55
Cedar street.	16.05
Cedar Grove street,	16.03
Cannonville,	20.55
Dartmouth street,	15.56
Fourth street,	16.96
Linden street,	16 .64
Merrimac street,	22.45
Maxfield street,	19.31
William street,	20.40
Country schools:	
Acushnet.	\$ 28.52
Clark's Point,	24.10
North.	22.69
Plainville,	31.56
Rockdale,	24.79
Mill schools:	
North Mill,	8 29.62
South Mill,	29.02
Evening schools:	
Cedar Grove street,	87.82
Fifth street,	5.16
Merrimae street.	10.89
Parker street,	12.63
Thompson street,	6.01
Evening Drawing,	16.22
The average cost of a	
Grammar school pupil was	\$23.00
Primary school pupil was	18.15
Country school pupil was	26.57
Mill school pupil was	29.30
Evening Elementary school pupil was	7.18
Evening Drawing school pupil was	16.22
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TABLE 2. The average cost per pupil, by departments, based on the average number belonging and total expenditures for each department, was as follows:

High school,	\$ 52.43
Grammar schools,	23.44
Primary schools,	19.41
Country schools,	29.71
Mill schools,	32.36
Evening Elementary schools,	7.18
Evening Drawing schools,	16.22
Average cost of a day school pupil,	\$ 23.85
Average cost of an evening school pupil, including drawing	
school,	7.39

EXPENDITURES.

RECEIPTS.

Annual and special appropriations:

For teachers' salaries,	\$ 87,000.00)
Incidentals (includin	g books and supplies) 33,000.00	
" (furnishi	ing I. W. Benjamin	
school	3,000.00	•
Repairs of buildings	, annual appropriation, 4,500.00	•
	special appropriations, 4,900.00	1
Harrington school,	\$ 500.00	
Maxfield Street scho	ol, 1,075.00	
High school,	1,625.00	
North school,	1,200.00	
Deficiency,	500.00	\$ 132,400.00

PAYMENTS.

For teachers' salaries,	\$86,142.76	
Incidentals (including books and suppl	ies), 31,687.60	
" (furnishing I. W. Benjamir	1	
school),	3,000.00	
Repairs of buildings,	6,978.93	127,809.29
Balance,		84,590.71
Of this unexpended balance, \$2400 is fo	or contemplated	work yet

Of this unexpended balance. \$2400 is for contemplated work yeuncompleted, as follows:

High school, new boiler.	\$1,200.00	
North school, addition,	1,200.00	82,400.00

			DOG FUND.		
Balance	, Jan.	1, 1891,	\$2,639.24		
Receive	d, Fet	., 1891,	1,291.91	\$ 3,931.15	
Expenditures,				579.78	
	Ŀ	Balance,			\$3,351.37
Receive	d fron	non-res	sident pupils,	\$ 952.44	
"	66	sale of	sundry articles,	9.00	
4.		"	books and supplies,	36.70	\$ 998.14

The above receipts, \$998.14, have been paid over to the City Treasurer and placed to account of Unappropriated Funds.

The total amount expended for the day schools for the year 1891 exceeded that for 1890 by \$5,898.25, as follows:

Pay of teachers (increase),	\$3, 565.86
Incidentals "	4,102.46 \$7,668.32
Repairs of buildings (decrease),	1,770.07
Net increase.	\$ 5.898.25

It is but fair to state that the item "pay of teachers" would have shown a much larger increase had it not been that the fiscal year for that item (and this occurs once in six years) was one week shorter than the usual fiscal year. The usual number of weeks for which teachers are paid is forty; for 1891 it was thirty-nine, and for 1892 it will be forty-one. This is due to the fact that the fiscal year and the school year are not identical. As I stated above, had it not been that the fiscal school year was one week shorter than usual for item "pay of teachers," a larger increase of expenditure would have been shown than is indicated. This would have been due to two causes: the one, the advance in salaries that has been made in maximum pay of both primary and grammar teachers; the other, the increase in the number of regular teachers employed, necessitated by the growth of the schools. Of the increase in the "incidental account," \$4,102.46, \$3000 was appropriated for equipping the I. W. Benjamin school with furniture and apparatus.

On comparing the cost per pupil for the day schools in 1890 and 1891, taking as the basis of comparison the whole expenditures for the year and the average number of pupils belonging, I find that the cost per pupil for 1891 was \$0.88 less per pupil than for 1890. Adding the pay of day teachers for the first week in 1892, which was \$2,156.38, to the total expenditures for 1891, that the basis of comparison as to the number of weeks for 1890 and 1891 may be the same, I find that the cost per pupil for 1891 was 43 cents per pupil less than for 1890. This result has been accomplished chiefly by watching carefully the condition of each room as to numbers, and by judicious transfers of pupils from crowded schools to less crowded ones, as well as by consolidating schools when possible, thus keeping the number of pupils to each teacher well balanced throughout the city.

The increase in the pay of teachers has added about \$4500 per annum to the pay-roll of the department, with the existing corps of teachers. The full effect of that increase was not felt the past year. It will be felt fully in the expense of the ensuing year. These salaries now compare favorably with those paid teachers in other cities of the Commonwealth of the comparative wealth of New It is wise economy for a city to pay good Bedford. salaries to its teachers, provided these salaries are made the means of commanding as good talent as is available. Treasurers of corporations are usually paid salaries in proportion to the amount of responsibility that devolves upon them, and their ability to produce good dividends. Teachers have grave responsibilities resting upon them. The dividends which they are called upon to produce are citizens of character, possessed of minds equipped for the duties of life. There is slight reason to suppose that

Primary schools:	
Acushnet avenue,	8 15.10
I. W. Benjamin,	20.55
Cedar street,	16.05
Cedar Grove street.	16.03
Cannonville,	20.55
Dartmouth street,	15.56
Fourth street,	16.96
Linden street,	16 .64
Merrimae street,	22.45
Maxfield street,	19.31
William street,	20.40
Country schools:	
Acushnet.	828.52
Clark's Point,	24.10
North.	22.69
Plainville,	31.56
Rockdale,	24.79
Mill schools:	
North Mill,	\$2 9.62
South Mill,	29.02
Evening schools:	
Cedar Grove street,	\$ 7.82
Fifth street,	5.16
Merrimac street.	10.89
Parker street,	12.63
Thompson street,	6.01
Evening Drawing.	16.22
The average cost of a	
Grammar school pupil was	\$23.00
Primary school pupil was	18.15
Country school pupil was	26.57
Mill school pupil was	29.30
Evening Elementary school pupil was	7.18
Evening Drawing school pupil was	16.22

SCHOOL REPORT.

9

Plainville	school,	28.14
Rockdale	"	3.18
North Mill	•6	7.75
South Mill	••	20.31
Evening Drawing	44	7.75
Farm	"	5.98
Office,		1.80
Care of musical instr	401.25	
Express and freight,		47.26
Pedagogical library,		8.97
Lectures,		26.75
Sewing materials,		5.68
Covering books,		175.75
Stock on hand, Jan.,		181.72
		\$3,228.24

DETAILED STATEMENT.

Outlay by the School Committee from the income of the Sylvia Ann Howland fund, from Jan. 1, 1891, to Jan. 1, 1892.

BOOKS AND PERIODICALS.

American Book Company,	\$ 132.39	
Appleton, D. & Co.,	38.67	
Berlitz & Co.,	4.00	
Boston School Supply Co.,	78.53	
Educator, The,	8.20	
Educational Publishing Co.,	36.75	
Ginn & Company,	64.84	
Goldthwaites', The,	2.00	
Hutchinson, H. S. & Co.,	246.83	
Heath, D. C. & Co.,	150.59	
Houghton, Mifflin & Co.,	44.54	
Kellogg, E. L. & Co.,	3.60	
Knowlton, D. H. & Co.,	2.80	
Lothrop, D. & Co.,	10.87	
Leach, Shewell & Sanborn,	45.75	
Lee & Shepard,	153.13	
Mason, Perry & Co.,	66.06	
Small, Willard,	33.50	
Teachers' Publishing Co.,	1.44	
University Publishing Co.,	24.74	
Ware, William & Co.,	.80	\$1,150.03

SCHOOL	REPORT.	15
BOHOOD	TERM OTEL .	10

PEDAGOGICAL LIBRARY. Heath, D. C. & Co., **\$**8.44 Hatch, W. E., 8.97 .53 LECTURES. Hatch, W. E. (paid Miss Small for Swedish gymastics). 26.75 DRAWING DEPARTMENT. Anderson, W. H., Jr., 860.00 Caproni, P. P., 7.73 Hayes, N. P., 3.75 71.50 SEWING DEPARTMENT. Bliss & Nye. **\$2.50** Haskell & Tripp, 3.18 5.68MUSIC DEPARTMENT. Ditson. Oliver, **\$**9.25 Ginn & Company, 296.70 Ling, J. Henry, 3.05 Peirce, George, 401.25 Peirce, George, 51.00 Silver, Burdett & Co., 326.12 1,087.37 BINDING, COVERING BOOKS, AND COVERING-PAPER. Gammons, Lottie M .. 812.00 Hathaway, Lottie, 19.55 Kane, D. J. & Bro.. 52.32Lawton, Louise, 20 00 Merrick, Emma J., 22.05Potter, Frances. 10.15 Potter, Hattie L., 24.00 Perry, George S.. 81.50 Weaver Printing and Manufacturing Co.. 42.58 284.15 PRIMARY DEPARTMENT. Bliss & Nye, 82.68 Dews. Edwin, 2.00 Heath, D. C. & Co., 4.34 Mercury Publishing Co., 6.00Perry, George S., 92.54107.56

CYCLOSTYE SUPPLIES.

22.05

Richter, George H. & Co.,

APPARATUS.		
Bliss & Nye,	8.2 5	
Eimer & Amend,	21.59	
Educational Supply Co.,	42.70	
Ginn & Company,	44.70	
Hayes, N. P.,	3.33	
Richards, George D.,	11.05	
Sullings, Kingman & Co.,	3.34	
Sherman, C. R. & Son,	3.10	
Southern Mass. Telephone Co.,	1.50	131.56
EXPRESS AND FREIGHT.		
Gomley, J. A.,	\$ 6.50	
Gardner, T. M.,	3.50	
Gray, C. A.,	4.66	
Hatch & Co.,	25.10	
Jennings, W. A.,	14.00	
McFarlin, James,	9.00	62.76
MISCELLANEOUS.		
Adams, C. F.,	\$2.50	
Boston School Supply Co.,	24.00	
Chase, E. B.,	10.00	
Heath, D. C. & Co.,	23.85	
Hayes, N. P.,	1.00	
Kellogg, E. L. & Co.,	2.35	
McAllister, T. H.,	90.00	
Perry, George S.,	4.75	
Richards, George D.,	5.62	
Tillinghast, W. A.,	2.33	
Taber, R. W.,	1.00	167.40
		\$ 3,125.78
Cr. by money returned from School Herald Pub. Co.,		11.75
		83,114.03

A smaller balance from this fund has been carried forward than for some years, at least, and I imagine it is the smallest since the foundation of the fund. The demands upon it increase each year from two causes: the first is that caused by the greater number of pupils in the schools; the second is the general educational trend which demands constantly more objective teaching, therefore more apparatus, more reference books, that pupils may be encour-

they will ever be paid salaries adequate to their responsibilities, and to their duties when efficiently performed.

SYLVIA ANN HOWLAND EDUCATIONAL FUND.

Balance of income on hand, Jan. 1, 1891,	\$ 394.39
Interest for the year,	3,000.00
Total credit,	\$3,394.39
Expenditures for the year,	3,114.03
Balance, Jan. 1, 1892,	\$280.36
Cost of books and supplies during 1891,	\$ 3,114.03
Cost of books and supplies in stock, Jan. 1, 1891,	114.21
	\$3,228.24
Cost of books and supplies charged to schools, 1891.	\$ 3,091.19
Cost of books and supplies in stock. Jan. 1, 1892,	137.05
	\$3,228.24

Disbursements to the several schools, and otherwise, are as follows:

High school,			\$ 570.47
Fifth Street Gramm	223.88		
Middle Street "		• •	. 367.06
Parker Street "		• •	329.82
Thompson Street "		66	137.78
Harrington Training	:		173.66
Acushnet Avenue Pi	imary	school,	22.89
I. W. Benjamin	"	"	181.52
Cedar Street	"		15.93
Cedar Grove Street		"	49.92
Cannonville	"	"	3.54
Dartmouth Street	"	66	33.13
Fourth Street		**	44.48
Linden Street	"		20.80
Merrimac Street	66	• •	32.37
Maxfield Street	• 6	6.	16.22
Thompson Street	• •	44	22.72
William Street	"	**	9.09
Acushnet		**	36.30
Clark's Point		66	12.51
North		66	1.86

The cost of books and supplies furnished the several schools in detail, for the year 1891, is as follows:

			Books.	Supplies.	Total.
High school,			\$340.9 3	8 627.87	\$9 68.80
Fifth Street Gramn	ar scho	ol.	261.29	293.06	554.35
Middle Street "	••		293.96	207.40	501.36
Parker Street "	••		127.78	202.08	329.86
Thompson St. "	4.		135.80	123.9 3	259.73
Harrington Trainin	g "		53.95	106.62	160.57
Acushnet Avenue I	rimary	school	4.50	47.98	52.48
I. W. Benjamin		٠.	59.34	88.19	147.53
Cedar Street	"	• •	14.13	48.96	63.09
Cedar Grove Street	**		34.73	50.22	84.95
Cannonville	٠.	••	.54	16.72	17.26
Dartmouth Street	4.	"	11.99	65.90	77.89
Fourth Street	••	• •	10.08	38.77	48.85
Grove	66			7.68	· 7.68
Linden Street	"	••	15.93	26.69	42.62
Merrimac Street		••	4.38	28.96	33.34
Maxfield Street	**		3.42	32.02	35.44
Thompson Street	"	٠.	1.08	10.47	11.55
William Street	**		6.21	26.39	32.60
North Mill		44	25.40	15.85	41.25
South Mill		••	14.44	12.70	27.14
Acushnet			34.36	34.31	68.67
Clark's Point			5.75	11.44	17.19
North		••	20.31	23.82	44.13
Plainville		• •	11.98	16.12	28.10
Rockdale			7.59	23.20	30.79
Gedar Grove Street	Evenin	g ''	18.98	14.36	33.34
Fifth Street		••		13.32	13.32
Merrimac Street				6.30	6.30
Parker Street	••	••	5.00	9.22	14.22
Thompson Street	••		10.95	23.70	34.65
Evening Drawing				100.91	100.91
Farm		**	1.66	5.73	7.39
Superintendent of S	chools	office,	1.80	7.88	9.68
		8	1,538.26	\$2,368.77	\$ 3,907.03

The average cost per pupil in the different departments of the schools, for books and supplies, has been as follows:

High scho	ol,	\$ 2.74
Grammar	schools,	1.07
Primary s	chools,	.29
Country s	chools,	.95
Mill schoo	ls,	.61
Average f	or day schools,	.73
"	Evening Elementary schools,	.11
"	Evening Drawing school,	1.83

There was expended for the year, for books and supplics, \$288.33 less than was expended in 1890, notwithstanding the fact that there were belonging to the schools 41 5 more pupils in the day schools than in 1890, while the evening schools have had as large an attendance. does not show that less care was exercised in the expenditures in 1890 than in 1891. The necessary renewals of books in 1890 were larger than in 1891. There were some extraordinary expenditures in the former year, for drawing instruments and other items, that did not occur in the latter. A watchful care is exercised over all disrements from the superintendent's office, and the teachers are fully alive to the responsibility that rests upon them in preserving all school property. It is true that the income derived from the Sylvia Ann Howland fund aids in keeping at a minimum the expenditures for books and supplies from the regular appropriations, while the Schools in no wise suffer.

SCHOOL BUILDINGS.

There are now twenty-two school-houses in use by this department. One-half of them are brick, the other half are wood. Nearly all of the large buildings are brick. Within the last two or three years the most objectionable

buildings have either been replaced by new ones or remodeled. Early in the year the I. W. Benjamin school-house on Division street, a building with ten rooms and a hall capable of being converted into two more rooms, has been completed. The finished rooms are all occupied, and a large class seated in the hall. Undoubtedly within a short time the hall will be converted into two rooms and filled with pupils. Upon the completion of this building the Grove school-house, an old, disreputable building, was abandoned, and has been moved away.

The Kempton Street school-house, which had not been used for school purposes for two years, has been torn down preparatory to building upon the lot a school-house of sufficient size to accommodate the primary pupils in that section, and at the same time provide suitable rooms for the extension of manual training in the schools. The High Street building has also been abandoned, and is to be used for other purposes. The Truant school having been abandoned, the building formerly occupied by it, situated on the city farm, is no longer in use for school purposes.

Although the table at the beginning of this Report shows six rooms situated in different sections of the city that are not occupied for school purposes, I think that all of them will be occupied within six months.

Without question the school accommodations in the north part of the city will not suffice much longer for the needs of the schools. A new mill is projected for that section, which will add largely to the population. There is barely room now in the present buildings for the pupils who attend the schools. A site for a future building should be purchased while desirable lots are available. The time is not far distant when a new building will be necessary also in the northwest part of the city, and this fact should be considered.

aged in the line of original investigation,—in short, manifold things which a few years ago were unknown quantities in any schoolroom. Fixed charges upon the fund have grown up also during the years which the fund has been in existence, such as the care of the musical instruments, the covering and rebinding of books purchased by the fund, and the like; so there is really less available for new matter than there was some years back.

It appears from the amounts disbursed to the different schools during the year that certain schools are much more favored than others. I think this does not hold true, however, if instead of making comparisons from the amounts disbursed in any one year, the disbursements of several years are considered. The average amounts vary, of course, with the size of the schools and the grade of the pupils. The High school, the grammar schools, and the primary schools, requiring expenditures whose amounts vary directly in the order named.

This fund is the envy of teachers in other cities, and the pride of our own. By it the schools are provided, without unduly increasing the amount expended for books and supplies, many things that make the tasks of the teachers easier, and help to broaden the instruction. Each succeeding generation of teachers and pupils will have occasion to bless the generosity and wisdom of Sylvia Ann Howland.

TEXT-BOOKS AND SUPPLIES.

STATEMENT.

Cost of books and supplies purchased during 1891, \$4,124.59 Cost of books and supplies in stock, Jan. 1, 1891, 1,226.05 \$5,350.64

Cost of books and supplies charged to schools in 1891, \$3,907.03 Cost of books and supplies in stock, Jan. 1, 1892, Cash receipts from sale of books and supplies, 11.72 \$5,350.64

In School Committee, January 4, 1892.

On motion of Mr. Milliken:

Voted unanimously, That the thanks of this Board be tendered to his Honor the Mayor, for the able, courteous, and impartial manner in which he has presided over the deliberations of the Board, and it is the earnest hope of the Board that notwithstanding his many and exacting duties, we shall have the pleasure of his frequent attendance during the coming school year.

On motion of Mr. Tompkins:

Voted unanimously, That the thanks of this Board are due and are hereby tendered William H. Pitman, the Vice-Chairman of this Board, for the faithful manner in which he has discharged the duties of that office, and particularly for his courteous treatment of the members.

On motion of Mr. Sayer:

Voted unanimously, That the thanks of this Board be extended to the Superintendent and Secretary for his faithful and zealous performance of duty, and his uniform courtesy in his relations with the Committee.

NEW BEDFORD HIGH SCHOOL GRADUATION EXERCISES, JUNE 26, 1891.

1. PRAYER.

Rev. E. S. Rousmaniere.

Music.

- 2. CHORUS. "Hark! Apollo strikes the Lyre." (Bishop.) School.
- 3. SALUTATORY ADDRESS.

Lottie B. Chase.

4. Essay. "Woman's Work."

Grace H. Carr.

Music.

- 5. CHORUS. "Night's Shade no Longer." (Rossini.) School.
- 6. ORATION. "The Days of '76."

Robert S. Phillips.

Music.

- 7. Song. "Biondella." (Suchet Champion.) Grace W. Russell.
- 8. BOURNE PRIZE ESSAY.

"A Comparison of Nydia and Maggie Tulliver."

Bessie C. Read.

Music.

9. PART SONG. "Wiegenlied." (Frank.)

School.

10. Presentation of Diplomas, by his Honor Mayor Ashley.

Music.

11. PARTING SONG.

Class of '91.

12. Valedictory Address.

William A. Wing.

PARTING HYMN.

WORDS BY BESSIE C. READ.

MUSIC BY BEETHOVEN.

To-day we stand upon the shore, And view the distant "far sea line"; Our bark is built and ready now To bear us o'er the foaming brine.

Chorus—To-morrow, we our trusty bark
Will launch upon Life's troubled sea.
To all the past a long farewell,
We'll welcome that which is to be.

We'll hope that great deeds, nobly done, Will mark the course of each career; That all will follow Duty's call, None yield to base, ignoble fear.

And when we've crossed the ocean deep.

And safely gained the farther shore,

May we with joy our anchor cast

In waters calm forevermore.

GRADUATES.

Carpe Diem.

Charles Posey Andress, Richard Henry Bennett, Ralph Gordon Davis, Thomas Seals Fletcher, Richmond LeRoy Gifford, Francis Lyman Gilman, Clarence Henry James, George Nelson Mason, Edward Lawrence McGurk. Charles Warren Milliken, Harry Gerrish Mosher, Robert Simmons Phillips, William Clifton Phillips, Lester Forrest Potter, Ernest Hamilton Sparrell, Louis Wilton Tilden, Benjamin Arthur Twiss, Charles Swan Washburn, William Arthur Wing, Lois Davis Blake, Caroline Elizabeth Bonney, Angela Florence Bowie, Agnes Estelle Braley, Carrie Bell Brownell, Annie Louise Burbank,

Grace Holmes Carr, Charlotte Bunker Chase, Mabel Edson Clifford, Edith Helen Cobb, Alice Louise Comey, Nellie Bradford Crapo, Edith Delano Dexter, Emma Louise Gartland, Sarah Wilbur Hart. Alice Cornell Howland, Eva Channing Jenney, Evelyn Clark Kelley, Alice Maud Kirby, Edna Chaney Lawton, Anna Christina Miller, Kate Moore, Florence Hayward Norton, Flora May Peirce, Elizabeth Carrington Read, Grace Worthing Russell, Mariana Choate Silvester, Gertrude Pliny Smith, Marion Hannah Swasey, Mary Thomas Taber, Henrietta Webster,

Florence Taber Weeden.

RECIPIENTS OF CERTIFICATES.

Elizabeth Sawyer Peirce,

Mabel Otis Reynolds.

GRADUATE AS OF CLASS OF '89.

Grace Eaton Thompson.

The minor repairs upon the school buildings, such as painting, shingling, laying of new floors, plumbing, and the like, call for a considerable expenditure each year. For the past few years the amount regularly appropriated for repairs of buildings has not been adequate, and future appropriations must be increased somewhat to keep the buildings in good condition.

I wish to renew here my recommendation made last year, that the school yards be made more suitable for play-grounds by dressing them with powdered stone or some ingredient that will make them firm and dry. I am satisfied that their present condition, especially in the primary schools, is a source of sickness.

For the various committees.

WM. E. HATCH, Secretary.

RULES GOVERNING TEACHERS' SALARIES.

			Maximum.	Minimum.
Principal of Hig	h school	l ,	82.7 50	
Sub-master of	• •		1,600	
Teacher of sciences,	**		1,500	
Lady assistants,	**		900	\$ 650
Teacher of drawing,	٠.		550	
Military instructor,	••		300	
Principals of Gramma	r school	8.	1,900	
Assistants "	66		600	425
Principals of Primary	schools	,	600	
Assistants "	"		550	375
Principal of Training	school,		1,300	
Principal's assistant,	Training	school,	800	
Senior in		**	4 p	er week.
Junior in	"		3	
Ungraded schools,			8450 to 700	
Principal of Evening	Element	ary schools	. 3 ре	er evening.
Assistant "	"		1.37	1 44
Supervisor of drawing	g in Grai	mmar and P	rimary	
schools,			1,200	
Supervisor of music,			1,700	
Teacher of sewing.			550	
Assistants at rate	of		• 491	

The salary of a Primary school principal of a four-room building is \$600 per year, which is increased at the rate of \$25 for each additional room. The salaries of assistant teachers in the Grammar and Primary grades are increased at the rate of \$25 per year until the maximum salary is reached. The salaries of assistants in the High school are increased at the rate of \$50 per year until the maximum is reached.

SCHOOL REPORT.

NEW BEDFORD HIGH SCHOOL GRADUATION EXERCISES, JUNE 26, 1891.

1. PRAYER.

Rev. E. S. Rousmaniere.

Music.

- 2. CHORUS. "Hark! Apollo strikes the Lyre." (Bishop.) School.
- 3. SALUTATORY ADDRESS.

Lottie B. Chase.

4. Essay. "Woman's Work."

Grace H. Carr.

Music.

- 5. CHORUS. "Night's Shade no Longer." (Rossini.) School.
- 6. ORATION. "The Days of '76."

Robert S. Phillips.

Music.

- 7. SONG. "Biondella." (Suchet Champion.) Grace W. Russell.
- 8. BOURNE PRIZE ESSAY.

"A Comparison of Nydia and Maggie Tulliver."

Bessie C. Read.

Music.

9. PART SONG. "Wiegenlied." (Frank.)

School.

10. Presentation of Diplomas, by his Honor Mayor Ashley.

Music.

11. PARTING SONG.

Class of '91.

12. VALEDICTORY ADDRESS.

William A. Wing.

PARTING HYMN.

WORDS BY BESSIE C. READ.

MUSIC BY BEETHOVEN.

To-day we stand upon the shore, And view the distant "far sea line"; Our bark is built and ready now To bear us o'er the foaming brine.

Chorus—To-morrow, we our trusty bark
Will launch upon Life's troubled sea.
To all the past a long farewell,
We'll welcome that which is to be.

We'll hope that great deeds, nobly done,
Will mark the course of each career;
That all will follow Duty's call,
None yield to base, ignoble fear.

And when we've crossed the ocean deep,
And safely gained the farther shore,
May we with joy our anchor cast
In waters calm forevermore.

DEPARTMENT OF PUBLIC SCHOOLS.

NAME OF SCHOOL.	al Enroll- rt for Year.	oN 928 No.	rage Daily endance.	cent. of endance.	al Half	Cases of diness.	Cases of missal.	('ases of ancy,	Cases of poral dehment.	T Days chers were ent.	es Teach's e Tardy.	Visits by orintendit.	Visits by nbers Com.	Visits by ents and ers.
		Ave Bel	Ave	77.77.7			Disi	nıJ,	COL	Tea		No.	Men	
1 High,	515	353.2	337.8	1	3,006	480	-	300	5	87	19	30	160	1,000
2 Fifth Street Grammar,	555	403	373		12,119	1.163		=	35	83	14	89	16	345
3 Middle "	483	367.1	342		9,611	936		00	106	33	11	38	59	86
4 Parker " "	655	523.3	483.2		16,249	1,624	_	11	21	02	1-	09	100	380
Thompson "	350	245.1	219.3		8,099	191		2	34	43	3	48	25	138
6 Harrington Training.	345	297.3	266.6		13,154	1,651		6	73	84	-	37	1 3	37.
7 Acushnet Ave. Primary,	351	323.7	283.5		15,742	931		13	88	7	21	4	13	28
8 I. W. Benjamin "	631	485	432		18,286	1,334	-Tr	83	89	89	*	53	85	28
9 Cedar Street	262	229.9	201.3		9,662	352		15	45	-	00	19	9	95
OCedar Grove St. "	368	294.3	252.1		14,502	622	24	6	30	9		77	16	25
1 Cannonville	99	65	86		2,578	221		-	9		3	4	21	28
	328	305	273		10,396	268		25	23	138		39	12	12
3 Fourth Street	301	251	222		11.092	827		-	68	36	1-	22	Ξ	50
	201	106.7	147.4		6,840	353		-	35	46	į	16	6	15
5 Merrimac Street "	164	117	103		161.6	189		21	99	8	-	13	13	40
6 Maxfield Street	191	160	146.1		5,465	496		2)	09	Ξ		18	Ξ	69
17 William Street "	162	134	115		6.612	463		80	35	1		12	9	22
8 Acushnet,	95	83	14		3,332	324			=	=		7	#	+
19 Clark's Point,	35	26.2	21.1		1.716	166		Ī	13	+	-	ıc	77	8
0 Rockdale,	4	33	25		2.112	45		-	21	22	1	10	9	
1 Plainville,	50	19.5	16.4		1,178	64		-	55	200		+	7	99
2 North.	42	36	3.1		889	37			28	1	79	?1	Ĭ,	9
3 North Mill,	137	52	Ŧ	8	3,772	180	42	77	77.7	50	12	7	16	
4 South Mill,	148	09	27		3,479	87		10	75	50	-	13	3	1.1
		Î				1	1	1						

CALENDAR, 1892.

Winter term begins Jan. 4, 1892; ends April 8, 1892. Summer term begins April 18, 1892; ends July 1, 1892. Fall term begins Sept. 8, 1892; ends Dec. 23, 1892.

VACATIONS.

April 9, 1892, to April 17, 1892, inclusive. July 2, 1892, to Sept. 5, 1892, inclusive. Dec. 24, 1892, to Jan. 8, 1893, inclusive.

HOLIDAYS.

Every Saturday; Washington's Birthday, or the day following when that occurs on Sunday; Fast Day; Memorial Day; Labor Day; from Wednesday noon before Thanksgiving the remainder of the week.

SCHOOL SESSIONS.

From March 1 to November 1, 9 A. m. to 11.30 A. m., and 2 P. m. to 4 P. m., in the Grammar schools; 9 A. m. to 12 m., and 2 P. m. to 4 P. m., in the Primary schools.

From November 1 to March 1, the afternoon sessions are from 1.30 o'clock to 3.30 o'clock, in the Grammar and Primary schools.

High school, 8.30 A. M. to 1.30 P. M., during the whole year.

The signal 22 (that is, two strokes, an interval, and the two strokes repeated) sounded on the fire alarm at 8.15 A. M. will indicate no school in the Primary and Grammar grades and the Acushnet school in the forenoon. The same signal sounded at 12.45 P. M. will indicate no school in the Primary and Grammar grades and the Acushnet school in the afternoon. If the signal is sounded at 8.15 A. M. and not repeated at 12.45 P. M., there will be a school session in the afternoon. This regulation does not apply to the High school or to the Country schools except the Acushnet school.

SCHOOL BOARD, 1891.

CHARLES S. ASHLEY, Mayor, Chairman, ex-officio.

WILLIAM H. PITMAN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.

JOSEPH DAWSON, President of Common Council, ex-officio.

Ward 1-Elizabeth W. Stanton, Anna R. Borden, John H. Lowe.

Ward 2-Frank A. Milliken, Thomas Mack, Isaac B. Tompkins, Jr.

Ward 3—William H. Pitman, Stephen H. Shepherd, Helen W. Webster.

Ward 4-Seth W. Godfrey, George H. Dunbar, George H. Batchelor.

Ward 5-William L. Sayer, Fred. A. Bradford, Jona. Howland, Jr.

Ward 6—Francis M. Kennedy, Thomas Donaghy, Jr., Betsey B. Winslow.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

On High School—Dunbar, Howland, Benjamin, Miss Winslow, Mrs. Webster, Mrs. Borden, Mrs. Stanton, Pitman, Tompkins.

On Grammar Schools—Tompkins, Pitman, Howland, Mrs. Webster, Bradford, Mrs. Borden, Lowe, Sayer, Milliken.

On Primary Schools—Benjamin, Pitman, Tompkins, Dunbar, Miss Winslow, Mrs. Stanton, Kennedy, Batchelor.

On Country Schools-Lowe, Donaghy, Mack, Batchelor, Mrs. Stanton, Godfrey.

On Training School-Pitman, Mrs Stanton, Kennedy, Mrs. Borden, Batchelor, Milliken, Sayer.

On Farm School-Donaghy, Kennedy, Bradford, Godfrey, Sayer, Milliken.

On Mill Schools-Mrs. Borden, Howland, Lowe, Donaghy, Mrs. Webster, Bradford, Godfrey.

On Evening Schools-Kennedy, Lowe, Mack. Donaghy, Batchelor, Godfrey, Milliken.

On Music-Bradford, Pitman, Batchelor, Sayer, Milliken, Godfrey.

On Drawing-Mrs. Webster, Miss Winslow, Donaghy, Dunbar, Mack, Godfrey, Sayer.

On Sewing—Miss Winslow, Mrs. Webster, Mrs. Borden, Mrs. Stanton.

On Examination of Teachers—Dunbar, Tompkins, Lowe, Donaghy, Kennedy, Mrs. Webster, Benjamin, Miss Winslow, Mrs. Borden, Bradford, Mrs. Stanton.

On Text-Books-Pitman, Kennedy, Mack, Batchelor, Milliken, Sayer.

On Expenditures—Howland, Benjamin, Tompkins. Pitman, Bradford, Mack, Lowe, Donaghy. Dawson.

On Howland Fund—Howland, Benjamin, Tompkins, Dunbar, Pitmau, Bradford, Kennedy, Dawson.

On Pay-Rolls-Tompkins, Howland, Mack.

SCHOOL BOARD, 1892.

CHARLES S. ASHLEY, Mayor, Chairman, ex-officio.

WILLIAM H. PITMAN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent. Office, 133 William street. Saturdays, 9 to 94 A. M.

Thee Hours, 81 to 9 A. M., 121 to 1 P. M.

WI LLIAM G. KIRSCHBAUM, Pres. of Common Council, ex-officio. Regular meetings of the Board, first Monday of each month, at 7.30 P. M.

WARD ONE.

	WARD ORE.	
Name.	Place of Business.	Residence.
John H. Lowe,	925 Acushnet avenue.	931 Acushnet avenue.
Elizabeth W. Stanton,		Mt. Pleasant.
Anna R. Borden,		Ashland, cor. Austin st.
	WARD TWO.	
lsaac B. Tompkins, Jr.,	78 Union street,	691 County street.
Frank A. Milliken,	43 William street.	290 Pleasant street.
Thomas Mack,	20 Bedford street,	248 Cedar street.
"	WARD THREE.	
William of the		
William R. Channing,		91 Mill street.
William H. Pitman,	Five Cents Sav. Bank,	60 Chestnut street.
Stephen H. Shepherd,	Standard Office,	24 Sycamore street.
	WARD FOUR.	
William E. Brownell,	271 Union street,	271 Union street.
Seth W. Godfrey.		17 Bethel street.
George H. Dunbar,		179 William street.
	WARD FIVE.	
Jona. Howland, Jr		54 Russell street.
William L. Sayer,	Mercury Office,	76 South Sixth street.
Fred. A. Bradford,	20 Bedford street,	342 Union street.
	WARD SIX.	
Betsey B. Winslow,		315 County street.

EMMA M. ALMY, Superintendent's Clerk.

139 Acushnet avenue.

103 Acushnet avenue.

Francis M. Kennedy, Eddy Building,

Thomas Donaghy, Jr., 64 Union street,

HENRY SMITH, Truant Officer. Office Hours, 121 to 1 P. M.; Saturdays, 9 to 91 A. M. Residence, 372 Cottage st.

GEORGE K. DAMMON, Assistant Truant Officer.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

On High School—Dunbar, Miss Winslow, Mrs. Borden, Mrs. Stanton, Pitman. Tompkins, Shepherd, Mack.

On Grammar Schools—Tompkins, Pitman, Howland, Bradford, Dunbar, Mrs. Borden, Lowe, Sayer, Miliiken.

On Primary Schools—Shepherd, Pitman, Tompkins, Miss Winslow, Mrs. Stanton, Kennedy, Godfrey, Channing, Mrs. Borden.

On Country Schools-Lowe, Donaghy, Mack, Mrs. Stanton, Brownell, Channing.

On Training School-Pitman, Mrs. Stanton, Kennedy, Milliken, Sayer, Channing, Brownell.

On Truants-Donaghy, Kennedy, Bradford, Godfrey, Sayer, Milli-ken.

On Mill Schools—Mrs. Borden, Howland, Lowe, Donaghy, Bradford, Godfrey, Brownell.

On Evening Schools-Kennedy, Lowe, Mack, Donaghy. Godfrey, Milliken, Channing.

On Music-Bradford, Sayer, Milliken, Godfrey, Shepherd, Brownell.

On Manual Training—Sayer, Miss Winslow, Donaghy, Dunbar, Mack, Godfrey, Kennedy, Mrs. Borden, Mrs. Stanton.

On Examination of Teachers-Dunbar, Kennedy, Miss Winslow, Mrs. Borden, Mrs. Stanton, Pitman.

On Text-Books—Pitman, Kennedy, Mack, Milliken, Sayer, Brownell.
On Expenditures—Howland, Tompkins, Pitman, Bradford, Mack,

On Expenditures—Howland, Tompkins, Pitman, Bradford, Mack. Lowe. Donaghy, Shepherd, Kirschbaum.

On Howland Fund—Howland, Tompkins, Dunbar, Pitman, Bradford, Kennedy, Shepherd, Kirschbaum.

On Rules-Pitman, Dunbar, Howland, Tompkins.

On Pay-Rolls-Tompkins, Howland, Mack.

THOUN FOUNDATIONS

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ISAAC W. BENJAMIN.

DIED MARCH 23, 1891.

Mr. Benjamin had served as a member of the School Board continuously for twenty-one years, and at the time of his death had two more years in which to serve to complete the term to which he had been last elected. His services were of great value to the schools, and were appreciated alike by the teachers and his associates upon the Board.

SCHOOL BOARD, 1892.

CHARLES S. ASHLEY, Mayor, Chairman, ex-officio.

WILLIAM H. PITMAN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.
Office, 133 William street.

Office Hours, 81 to 9 A. M., 121 to 1 P. M.

Saturdays, 9 to 94 A. M.

WILLIAM G. KIRSCHBAUM, Pres. of Common Council, ex-officio.

Regular meetings of the Board, first Monday of each month, at 7.30 P. M.

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	WARD TWO.	
Isaac B. Tompkins, Jr.,	, 78 Union street,	691 County street.
Frank A. Milliken,	43 William street,	290 Pleasant street.
Thomas Mack,	20 Bedford street,	248 Cedar street.
	WARD THREE.	
William R. Channing,	192 Union street,	91 Mill street.
William H. Pitman,	Five Cents Sav. Bank,	60 Chestnut street.
Stephen H. Shepherd,	Standard Office,	24 Sycamore street.
	WARD FOUR.	
William E. Brownell,	271 Union street,	271 Union street.
Seth W. Godfrey,		17 Bethel street.
George H. Dunbar.		179 William street.
	WARD FIVE.	
Jona. Howland, Jr.,		54 Russell street.
William L. Sayer,	Mercury Office,	76 South Sixth street.
Fred. A. Bradford,	20 Bedford street,	342 Union street.
	WARD SIX.	
Betsey B. Winslow,		315 County street.
Francis M. Kennedy,	Eddy Building,	139 Acushnet avenue.
Thomas Donaghy, Jr.,	• • • • • • • • • • • • • • • • • • • •	103 Acushnet avenue.
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EMMA M. ALMY, Superintendent's Clerk.

HENRY SMITH, Truant Officer.

Office Hours, 12% to 1 P. M.; Saturdays, 9 to 9% A. M. Residence, 372 Cottage st.

GEORGE K. DAMMON, Assistant Truant Officer.

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Report of the Superintendent.

To the School Committee:

LADIES AND GENTLEMEN, — I have the honor to submit to you my fourth annual Report, which is the thirty-first of the series of Annual Reports of the Superintendent of Schools of the city.

By a vote of your Board this Report, together with that of the Secretary, is to constitute the Annual Report of the School Committee.

I take occasion at the outset to thank you most sincerely for your continued confidence and aid. I wish to express also my appreciation of the spirit manifested by the successive city governments toward the school department by which funds are willingly provided for carrying on the regular work successfully, and for building and equipping new and commodious school-houses to meet the growing needs of the department. And, more than all, I wish to thank our citizens at large for the generous support which they have always given the schools. This support has alone made it possible for a broad and liberal policy to be instituted and maintained in their administration.

ENROLLMENT AND ATTENDANCE OF PUPILS.

The statistics of enrollment and attendance (see table) for the year are gratifying in many respects. The enrollment has increased by 530 pupils; the average number belonging by 415; the average daily attendance by 528. The per cent. of attendance for the year in all the schools was 90, a gain of 1.1 per cent. over the preceding year.

This ratio of attendance is, however, no better than that secured in the average city, and falls below that of many.

With the larger enrollment, there were less actual cases of tardiness and dismissal than in the previous year. The decrease in the former is possibly due to the great exertions of the teachers to secure prompt attendance; and the latter to the change in the hours of afternoon sessions in the winter months, and the abolition of recesses in grammar schools, with the dismissal of schools at 11.30 o'clock in the forenoon instead of at 12 o'clock as formerly.

While it is pleasant to note improvement in all these points, the fact cannot be disguised that the work of the schools is seriously affected by absences, tardinesses, and dismissals of pupils. Many parents do not appear to realize the effect of occasional absences even upon the progress of their children. A pupil cannot lose a halfday's work with his class without suffering in a degree. If the absences are frequent and unnecessary, the pupil suffers not only from the loss of the subject matter that has been covered in his absence, but suffers most in that he is developing unconsciously within himself a habit of irresponsibility in the performance of duty. It is needless to state that absences on account of sickness, or for good and sufficient reasons, are excusable. But a large percentage of the absences, tardinesses, and dismissals, cannot be accounted for under the heading "absolutely necessary." I imagine that I am wasting time, ink and paper, in dwelling upon this theme. But I cannot but feel that it is a very important matter, and one upon which the sense of the community is not yet sufficiently awakened.

I this connection I wish to direct attention to the fact that although the enrollment in the public schools is now steadily increasing, (and has been since the large withdrawal incident to the establishment of the parochial

ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1891.

class are constant law-breakers. This condition of affairs in the larger life is but a counterpart of school life. Truant officers hold those pupils in check who compare to the second class by their manner of dealing with those who are similar to the third class.

It is no more possible to stamp out truancy in the schools than it is possible to stamp out law-breaking in the community at large. Schools cannot be made attractive enough to prevent truancy, nor can the best of teachers Good teachers can do much, howcontrol it absolutely. ever, to check it. The cause of truancy usually lies back and outside of school. All cases of persistent truancy are reported to me by the truant officers, and we discuss the causes and advise together as to remedies and final dispo-Experience goes to show me that the two primary causes of truancy are, first, lack of proper guidance and restraint of pupils out of school; second (and this applies to a much smaller class), tendency to wrong-doing, caused either by an abnormal development, or an inheritance from a vicious ancestry.

The truant class by no means includes all the bad or vicious children in the schools. In fact, although they are law-breakers, many of them are not bad when they begin truancy, but usually become so if they are allowed to continue the practice for any length of time. A truant under the law is one who absents himself from school without permission of parent or teacher. Occasionally a dutiful pupil plays "hookey" when there is some strong attraction for him away from school, and he fears permission will not be granted him to enjoy it either by parent or teacher. But such cases are rarer in these days than of yore, and should be discriminated carefully by teachers.

But there exists another class of pupils who do not play truant, but are unruly and vicious. The influence of these upon the schools is more pernicious, in some cases, than

Report of the Superintendent.

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School at Walpole by the counties of Norfolk, Bristol, and Plymouth, has enabled the city to abandon its truant school. This it has done, and the truants who were confined there were transferred to the Union school, and others convicted since that time have been sent there. There are confined in that school at present from this city ten truants. I have visited the school and am satisfied that it is a well conducted institution, wherein the well-being of the boys will be promoted.

I append the yearly reports of the Truant Officer and the Assistant Truant Officer. The former gives his whole time to the service of the day schools; the latter gives his especial attention to the evening school delinquents, and to the inspection of factories and mercantile establishments where child-labor is employed; he also serves as messenger and janitor at the School Committee rooms. Both are kept busy with the various duties of their positions. These duties are specified in their reports.

TRUANT OFFICER'S REPORT.

Schools visited,	1,272
Absences reported by teachers,	436
Absences without permission of parents,	111
Second offences,	42
Third offences,	21
Parents notified,	569
Arrests,	14
Prosecutions,	13
On probation,	2
Sentenced to Truant school,	11
Tardinesses investigated,	20
Taken to school from street,	26
Visits to mills.	62
Violations of labor law,	10

schools), a large percentage of the children in the city are no longer enrolled in the public schools. About one fourth of the pupils enrolled in the schools of the city are to be found in private and parochial schools. seventh are in the former, and six sevenths in the latter. Some of the children, it is true, who attend the private schools, find their way later on into the grammar grades of the public schools, but the majority of this 25 per cent. of the school children of the city are withdrawn forever from the public schools. I am no alarmist, neither do I question in the least the absolute right which every parent has under the laws to educate his child wherever he chooses under those laws. But I wish to call attention to the fact that the issue is now strongly drawn between the public and other schools, and those who would see not only the integrity of the public schools preserved, but their future usefulness increased, must insist that their superiority be maintained against all competitors.

TRUANTS AND INCORRIGIBLES.

The truant officers perform their duties with vigilance and discretion. The effect of their work is shown in the returns. The teachers report less cases than when the schools had a much smaller enrollment. Cases of truancy are confined to a comparatively few pupils, so long as those which do occur are vigorously checked. The moral effect of capable truant officers in checking the tendency to truancy is as valuable, if not more so, than their actual work. This surveillance of pupils who are disposed to be unruly is as necessary to the welfare of an extended system of schools, as is that of a sufficient police force for the preservation of peace and order in large cities. The majority of citizens in our cities are law-abiding, even under trying circumstances; others seem to live upon the border line between right-doing and wrong-doing; a still smaller

the state. There are many cases, without question, whe suffering is entailed because children cannot go to wor not having complied with the rigorous laws. Sometim it is widowed or deserted mothers with children to su port, who desire the help of a girl or boy thirteen or fou teen years of age to assist in providing bread and shelt for the family. Sometimes the father who in health ear barely enough to provide the necessities of life for his self and family gets sick or is injured, and needs temp rary help from his children that they may not suffer, that he may not be compelled to seek the aid of charit Again, it is the child himself, orphaned, with no one support him, who could support himself had he but t certificate; without it, he becomes a charge to the town

I am not drawing upon fiction while I write of the A number of persons come before me for cer ficates every year with cases similar to those cited. of the children for whom certificates are sought can rea write, and cipher, but not being of the proper age cann have certificates. I do not intend to enter in a discussihere of the justice or the wisdom of the compulsory ed cational laws that are on our statute books. I have n the space or time for it. I am attempting to show the this subject is growing to such an importance, and c mands so much of my time, as well as that of my cler that it should be better understood. I cannot but fe however, that there must be a limitation to the right whi a state has to deprive needy parents of the assistance their children, that the public at large may be benefite without the state itself recompensing the parents for t service of such children. I observe that a bill has alread been introduced into the present legislature raising t school age to fifteen or sixteen years old.

In addition to the certificates that are required of persons under sixteen years of age before they can be en

Ordinary punishments do not reach that of truants. They do not seem amenable to the influence of either the school authorities or to that of the parents. What to do with them has always been a source of trouble to those who are responsible for them. The state authorities, recognizing that something should be done to reach such pupils, and realizing that expelling them from school would result badly for them and the community, amended the truant law that pupils of this class should come under its provisions. The section as amended reads as follows: "Each town shall make all needful provisions and arrangements concerning habitual truants and children between seven and fifteen years of age, who may be found wandering about in the streets or public places therein, having no lawful occupation or business, not attending school, and growing up in ignorance, and such children as persistently violate the reasonable rules and regulations of the common schools, and shall make such by-laws as shall be most conducive to the welfare of such children and to the good order of such town: and shall provide suitable places for the confinement, discipline, and instruction of such children."

The School Committee, after due consideration, has requested the City Council to adopt an ordinance by which the section quoted may become operative in this city. It is now before the Committee on Education. I hope that the measure will receive favorable consideration. Its application will be rare, but the very fact that it can be used will exercise a most wholesome restraint on the class for whom it is intended.

I cannot close the article without expressing my gratification that the City Truant School no longer exists. It never was on a proper basis, and the School Committee for years sought to have it improved or other provision made for the truants. The founding of the Union Truant



I. W. BENJAMIN SCHOOL.

PRIMARY ERECTED 1891 SEATING CAPACITY 600.

ployed, and which can only be issued from my office, all illiterate minors over fourteen who do not attend the day schools are compelled to attend the evening schools. So each of these certificates are obliged to be issued and kept on file at the mills or other places of employment. These certificates of employment are sent to the schools once each week for the signature of the principals, as the law requires an average attendance from each pupil of 70 per cent. at school that he may work. The names of the delinquents are reported each week by the various principals to my office. It then becomes the duty of the assistant truant officer to look up these cases and warn them to attend. In case of failure to heed this warning the cases are reported to me; the certificate is taken away, the delinquent discharged, and the certificate withholden until the delinquent promises that the offence shall not be repeated.

There are other features of this business that take time and thought, upon which I will not enter. Enough has been said to show that this one branch of the school machinery alone is becoming burdensome, and requires time that is needed for more purely educational matters.

The full text of the laws relating to children and illiterates has been given in previous Reports, and I will not repeat it here. I will close by expressing the hope that if the school age is raised to fifteen or sixteen years that some discretionary power will be granted school authorities in granting certificates, or that the State will make the necessary provision for recompensing indigent parents for the services of those children who are forced into the day schools after they are thirteen years old.

TEACHERS.

The two most important considerations in any school system are the school buildings, together with their surroundings, and the teachers. President G. Stanley Hall, of Clark University, one of our most distinguished educators, whose opinions are authority in educational circles, both in this country and abroad, is inclined to accord supreme importance to the first two because of their intimate connection with the physical and moral welfare of the children. For, as he has well said, "What shall a man give in exchange for his health?"

I do not intend to enter upon a discussion of the comparative value of the two factors mentioned above in connection with school systems. Award what place one may to the first of these, I do not fear that any one will attempt to gainsay the statement that the character of any system of schools will depend upon the character of the teachers in those schools. How important it is, then, that the standard for admission to the teaching corps be a high one, and that all good citizens lend their influence to secure this desired end. It rests with the parents of the country to elevate and sustain the profession of teaching, and in no other way can they secure for their children a greater blessing. But this cannot be done by finding fault with individuals, neither by blind criticisms nor by the exercise of sentiment. The causes that produce poor teachers must be sought out and remedied. A study of what has been done in the older and powerful nations of the world to make teaching a liberal profession, and thereby to attract into it a high order of talent, will indicate many of the reasons why in this rich and enlightened country the teaching corps cannot compare with those of countries of far less wealth and resources.

It is a recognized fact that even in this state of Massa-

LENOX AND

grammar school education; some have no talent for teaching, and this is discovered only when they have left the school. There should be some way to test them in this last particular more fully before they leave the school. If the standard of admission was higher, and the means of testing the ability of those who were to graduate were on a better plane, there would be less failures among them and less cause for the statement made by me in my Report of 1889. In common with most superintendents, I prefer for teachers normal graduates to those who are not, other qualifications being equal. But I am not absurd enough to value a normal graduate above every one else, simply because he or she happens to be a normal graduate.

Those who are to teach should be prepared for the work by possessing good health. Too many who attempt the work are physically incapacitated at the start. It is not just to the children that such persons should be placed in charge of them. Again, those who are to teach should possess a disciplined and well-stored mind. And, more than all, they should be refined in manner and wholesome in character. Some one has well said that no one should teach whose manners were such as to prevent him from being acceptable in any refined home. There is nothing unreasonable in the demand that every teacher possess the above qualifications, and no one who would object to them ought to think for a moment of becoming a guide and educator of the young.

The School Board of this city has taken a high position on this question of appointing teachers. Candidates for positions in the teaching corps must be graduates of a high school or an academy. They must pass successfully an examination which covers quite a wide range of studies. They must then receive an acceptable professional training either in a training or normal school. Occasionally vacancies occur, and there are no candidates on the approved

list to fill them. In such cases the examination is waived under suspension of the Rules of the Board; but then only teachers of tried and successful experience are accepted as candidates. This, in the main, is the standard adopted by the committee some three years ago. The result is being felt already in the schools, and will add constantly to their strength.

Six resignations and three deaths have occurred in the corps within a year. Fifteen appointments have been made. The excess of appointments over the resignations and deaths is due to the increase in the number of pupils.

The present spirit of the corps is excellent. Many of the teachers are seeking constantly to strengthen and broaden their knowledge in various ways. They study educational literature, seeking the best methods of instruction; or they take special courses at the Swain Free School, that their intellectual appetites may be constantly whetted. A number have devoted a large part of their summer vacations to the study of advanced methods of teaching as propounded by expert educators. All these signs of intellectual activity are most welcome, and should extend until every teacher is fully alive to the fact that mental growth is as necessary to intellectual life as physical growth is to physical life.

RESIGNATIONS.

Lena B. Chubbuck, Lucy D. Ashley, Emma B. Allen, Annie M. Carpenter, Sarah E. Tuell, Susan C. Graffam, Fifth Street Grammar school.
Middle Street Grammar school.
Parker Street Grammar school.
Darmouth Street Primary school.
I. W. Benjamin Primary school.
Rockdale school.

TRANSFERS.

Emma A. McAfee, Grace H. Potter, Anna I. Dexter, Julia A. Fay, from Parker Street to Fifth Street. from Cedar Grove St. to Dartmouth St. from Parker Street to Acushnet Ave. from Farm school to Clark's Point.

. TEMPORARY ASSIGNMENTS.

Mary P. Tillinghast, Alice P. Terry, Clark's Point school. Rockdale school.

APPOINTMENTS.

Mary M. Robinson,
Carrie E. Footman,
Regina M. Paull,
Elizabeth Bennett,
Daisy M. Butts,
Mary E. Pasho,
Edith M. B. Taber,
Grace Covell,
Rachel L. Denham,
Susan P. Diman,
Mabel Bennett,
Edith K. Weeden,
Eleanor V. Tripp,
Kate Sweet,
Gertrude M. Robinson,

Middle Street Grammar school.
Parker Street Grammar school.
Parker Street Grammar school.
Thompson Street Grammar school
Thompson Street Grammar school
Maxfield Street Primary school.
Dartmouth Street Primary school
I. W. Benjamin Primary school.
I. W. Benjamin Primary school.
I. W. Benjamin Primary school.
Cedar Grove Street Primary school
Cedar Grove Street Primary school
North Mill school.
South Mill school.

In Memoriam.

Miss Sarah E. Field, Miss Abby F. Sullivan, Miss Josephine Almy, Died June 2, 1891. Died Oct. 29, 1891. Died Jan. 5, 1892.

"Faithful unto the end" may well be said of thes teachers. All of them were successful in their profession and exceptionally true in the discharge of their dutie. Their womanly characters won for them the love of the pupils, the respect of their fellow-teachers, and the cont dence of the School Board. Resolutions were adopted he the School Board testifying to their worth and to the acceptable service.

PRIMARY SCHOOLS.

The Primary grades have had an increase in the average number of pupils belonging for the year of 303. This increase has necessitated the employment of seven additional teachers in this department. The average number of pupils belonging in these grades was 2826; the average number of pupils to a regular teacher was 48. If the distribution of pupils was uniform throughout the city this average number to a teacher would be a good proportion both for purposes of instruction and for economic reasons. But unfortunately it has not always been possible to prevent overcrowding by opening new rooms, or by transfers. At the time of writing, however, there is greater uniformity in the number of pupils to a teacher in these grades than at any time within the past four years at least.

The methods of instruction in primary schools have undergone a great change within the past decade. now generally in use are based on a more rational conception of the child nature than were those of the past. those teachers who have given no thought to the processes of mental development follow perforce in a perfunctory way the general trend. If every primary teacher would make a study of the psychological laws upon which all good teaching must rest, and would apply them, she not only would make less mistakes, but her efforts would be tewarded by the quickened interest of her pupils. It is of supreme importance that children in their earlier years be guided by skillful hands. The universal testimony of those who have had experience in the matter is that children who have had the skilled kindergarten training prior to entering the primary grades of school possess essential advantages over those who have not had such training. The feeling that has so long prevailed, that skill is not required to teach primary grades successfully, is rapidly disappearing, and by it the schools are being immeasurably strengthened.

I feel that on the whole these schools are in good condition. There are weak places in them, most assuredly. Supplying vacancies that occur among the teachers with graduates of our training school, rather than with untrained and untried teachers, as was done not many years since, is essentially beneficial. If these young ladies will continue their studies in the light of added experience, their influence will be felt more and more as the years go on.

It give me pleasure to record also that the methods of discipline are milder than formerly, while the prevailing order is fully as good. The number of cases of corporal punishment have been reduced fifty per cent. within two years. The difficulties of governing are increased from the fact that there are a good many pupils in these grades who have not had the advantages of our schools at the age when they are most amenable to their influences. pupils range from ten to fourteen years of age. proper place, so far as age is concerned, is in the grammar. schools. For the most part they are children of foreign birth, who have had no schooling whatever prior to entering our schools at an advanced age, or, having had such advantages in their own country, know but little English, if any. I am not sure but it would be a good plan to have a mixed grade in the large primary buildings for such pupils, where they should remain until they were fitted for the grammar schools.

A modification in the course of studies has been made for these grades within the year. A preliminary course in geography has been added. The study is to be entirely objective; the pupils are to use no text-books. For the first two years the work will be embraced under the language and observation work. During the next two years



i



PARKER STREET SCHOOL.

GRAMMAR. ERECTED 1853. SEATING CAPACITY 585.

it will also be taught in connection with the language and observation lessons, taking a stronger trend each year toward pure geography work.

I feel, after careful consideration, that it would be well also if the course was further modified by doing away with all teaching of number, except incidentally, for the first half of the first school year. I think the time can be spent to better advantage by devoting it to language work and to such lessons as will develop the powers of observation. I feel that the children would be as skilled in the use of numbers at the end of the four years' primary as now, better developed in the use of language, and with less friction in accomplishing it than at present.

GRAMMAR SCHOOLS.

The average number of pupils belonging in these schools the past year was 1535, an increase of 62. One teacher was added to the department. The average number of pupils belonging to a teacher throughout the city was 41.5. This is almost an ideal number, and if good work is not done it cannot well be attributed to the excess in the number of pupils.

There is not much to be said about these schools that is altogether new. There has been no marked change in the course of instruction. The teachers have managed to abate the corporal punishments, especially in two of the buildings, with no serious detriment to the pupils or to good order, that I can perceive. Some few, I suspect, still long to wield the birch more than they think public opinion would approve; but I do not believe they would be any happier for so doing, or that their pupils would be any wiser or better. It is desirable to appeal to the nobler instincts of the human race rather than to their baser ones, and I am loath to believe that there are many pupils

in our schools who cannot be reached by appealing to their love and honor rather than to their fear and shame. ents can do much to make discipline easier by giving a strong moral support to sustaining the reasonable regula-They do not always do this, but lend frequently willing ears to complaints made by their children, and criticise and blame the teachers without thoroughly understanding the situation. There is one other matter to which I wish to direct attention in this connection, and that is the abuse made by the children of the privilege of leaving the rooms during school hours. That it is abused there is no question, and the constant running out by so many is a serious hindrance to good work. When it is necessary, there should be no denial, but the attitude taken by some in the matter has rendered the teachers almost powerless to regulate it.

The instruction averages well with that of grammar schools in general. There is much that is good; there is some that is indifferent. The two questions of the day relating to elementary schools in this country that are the chief subjects of discussion are, "Shall the Grammar School Course be Shortened?" and "How Shall the Grammar School Course be Enriched?" Should I enter upon a discussion of those questions there would not be space for anything else in this Report, nor would I then be able to cover the field of controversy. My conviction now, however, is that it should not be shortened. If any way can be discovered by which the course can be enriched and made more productive, I am ready to welcome it. But we must proceed cautiously in uprooting the processes and traditions of generations, although the simple fact that they have endured for generations is not conclusive evidence that they are the best.

The New England Association of Colleges at a meeting last fall recommended the following changes in the grammar school curriculum:

- 1. "The introduction of elementary natural history in the earlier years of the programme as a substantial subject, to be taught by demonstration and exercises rather than from books."
- 2. "The introduction of elementary physics into the the later years of the programme as a substantial subject, to be taught by the experimental or laboratory method, and to include exact weighing and measuring by the pupils themselves."
- 3. "The introduction of elementary algebra at an age not later than 13 years."
- 5. "The offering of an opportunity to study French, German or Latin, or any two of these languages from and after the age of 10 years."

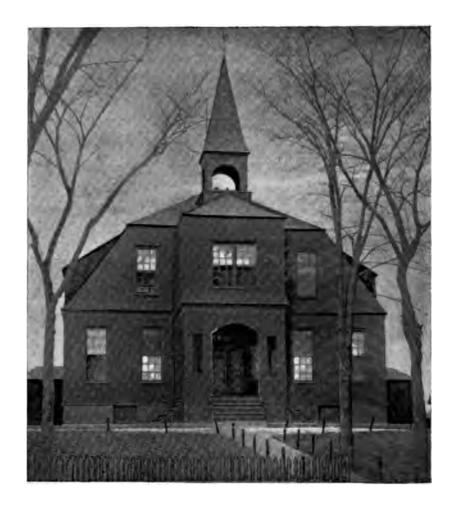
This is all that is asked. When the above recommendations were made known, those persons who have been proclaiming all along that the grammar schools were already undertaking too much must have been appalled. It is proposed to eliminate a certain amount of the arithmetic and geography to make room for these new studies.

But eliminate what you will, if the recommendations should be adopted in its entirety it would involve the reorganization to a certain extent of the whole school system. As to the first section, the reply might well be made that this has already been done in many places, and many others are working towards this end. As to the second section, it is feasible to teach a certain amount of physics in the grammar schools, and but few doubt the utility of it; but when it comes to teaching it by the experimental or laboratory plan, and to include exact weighing and measuring by the pupils themselves, the experience of teachers in our high schools give little encourage-

ment, even if there were time, teachers, and laboratories for the same. As for the studies proposed in the other sections, serious and perplexing questions arise at once as to their claims for a place in the grammar school course for the average pupil, beyond what is already done in geometry.

These are the questions to be settled in the future, if they are ever settled. All parties, however, appear to be united on one point and that is the necessity of improvement in the quality of teaching. Teachers must know more before they can teach much better. There is a movement all along the line to demand teachers who are better educated and better trained for their work; and going with this is the extension of trained supervision. I am glad to be able to say that the standard is as high in New Bedford as anywhere and the teachers equal to the A more careful and systematic supervision of the grammar teachers by the principals for the purpose of guiding and helping them is a means by which the efficiency of these schools could be increased. Every grade under the supervision of the masters should feel their influence as much as the highest one, but this is not the A preponderance of their time and thought is bestowed upon the out-going class rather than being evenly distributed throughout the grades. This reflection is not intended as a stricture upon our own schools alone; it is a general tendency that I believe to be wrong in principle.





ACUSHNET SCHOOL.

RURAL SCHOOL

ERECTED 1890.

SEATING CAPACITY 150.

UNGRADED SCHOOLS.

COUNTRY SCHOOLS.—The appellation Country Schools is applied to five schools of the city. There were formerly six; but the Cannonville school has been transferred to the primary department for it is essentially a graded primary school. The Acushnet school is now so well graded and the line of work expected of it so similar to the grammar and primary grades that I am of the opinion that it would be well to classify that school with the graded departments. If that was done, there would remain but four schools which should be classified as Ungraded Country Schools, viz.: Clark's Point, North, Rockdale, and Plainville schools. These four last-mentioned schools are of the conventional rural school type, and present all the difficulties of administration common to the type. The number of pupils in them range from 20 to 40 of all ages and grades from the lowest primary to that next to the High schools. The teacher of one of these schools must then be skilled in both primary and grammar work, if the school is to prosper. She must possess more than ordinary executive ability, and the capacity for turning off work rapidly. Teachers possessing these qualifications cannot be induced to take these schools and undergo all the other inconveniences that must be undergone in residing in a rural district unless the remuneration is sufficient to make it an object for them. I therefore recommend that the maximum salary of these four schools be placed at \$700 per annum, to be paid, however, only to the teachers whose excellency makes them worth the extra salary, and when no assistant is employed to relieve the regular teacher.

Two of these schools were without regularly appointed teachers for a large part of the year, and of course suffered thereby. I refer to the Rockdale school and the Clark's Point school. Both teachers resigned on account

of ill health; one after being absent from duty nearly if not quite a year. In the Fall Miss Julia A. Fay, who had been teaching the Truant school, after the abolition of that school, was transferred to Clark's Point. The Committee have decided also to place an experienced and successful teacher in the Rockdale school as soon as one can be found. The North school has been overcrowded for a great part of the year. A temporary assistant was tried in the school, but could not work to advantage. An appropriation has been granted with which to enlarge the building, but as yet nothing has been done. The animus of these schools is generally to be commended, and if thorough teachers can be kept in them, they can be lifted to a high degree of efficiency.

MILL SCHOOLS.—Two additional teachers have been placed in these schools, one in the North Mill school, the other in the South Mill school. Each school has been divided into a grammar and primary section. The average membership was 112 for the year or an average of 28 pupils to a teacher. This is a small number certainly, but the character of the schools warrant an excess of teaching force rather than too little. With the teachers now employed an additional number of 40 pupils can be accommodated, so that there will be no call for any further addition to the teaching force of these schools for years to come.

The prevailing order in these schools is good, and the teaching for the most part commendable. As the pupils go from here to work and not to higher grades of school the results of the teaching is subjected to less adverse criticism than in any other of the schools. I am confident, however, that the teachers do not allow that fact to abate their zeal or their sense of the moral responsibilities attached to their work.

EVENING SCHOOLS.

ELEMENTARY SCHOOLS.—The total enrollment of pupils in these schools for the year was 2043, a gain of 45. The average membership was 903, the average nightly attendance 678 or 75 per cent. of the average membership. The Statutes require an average attendance from illiterates of 70 per cent.; so it is safe to say that the requirements were more than met in this respect.

The teaching corps consisted of five principals and forty-three assistants. The number of pupils to a teacher averaged 20.5. As the distance seemed too great for those residing in the extreme south and south-west parts of the city to go to the Fifth St. school, three rooms were opened this year in the Thompson Street school for evening school purposes. Mr. Joseph Kennedy was transferred from the Merrimac Street school to the new school. The fact that the average membership in the Thompson Street school was 138, while the Fifth Street school showed a loss of only 36, indicates that there was a demand for the new school for other reasons than that of location.

The cost of maintaining these schools was \$6465.90, an average of \$7.18 per pupil. This is a decrease in the gross cost of \$2904.18. But the schools were in session but 58 nights instead of 78 as last year. That is, they were in session three nights a week for twenty weeks, less two holiday nights, instead of four nights a week. The Committee made the change partly to reduce expenses, and partly because it felt that three nights' work each week was sufficient for pupils and teachers. I think the change has proven a wise one, and I trust it will be continued in the future.

The teaching service has been good, nearly all the teachers being tried and successful ones. The principals were

the same as last year with one addition, Miss Mary A. Kane, who was placed in charge of the Merrimac Street school, when Mr. Kennedy was transferred to the Thompson Street school.

The principals report successful work done. There is not so large a contingent of advanced pupils as is desirable. The illiterates form the great bulk of the schools, although the schools are graded so that the advanced pupils may be in separate rooms. Comparatively few of the advanced pupils who enter at the beginning have the perseverance to continue. Many discharge cards have been given to pupils who entered as illiterates either this year or last. These discharge cards certify to their having answered the conditions of the law, and few who secure these releases remain to pursue their studies farther. This is by reason of their want of ambition, however, rather than any acquired distaste for the schools.

EVENING DRAWING SCHOOL.—This school varies but little in attendance from year to year. The enrollment for 1891 was 85 and the average membership 61, as compared with an enrollment of 84 and an average membership of 64 for 1890.

The expense of maintaining the school for the 40 nights was \$892.36 or \$16.22 per pupil. This year there were no unusual expenses. Last year the expense was \$23.97 per pupil, owing to the purchase of a number of drawing instruments. But at the less cost per pupil this school is pro rata the most expensive department of the school system. If there were more pupils in each section the average cost would be materially lessened, and more could be accommodated in each without any addition to the teaching force. Yet the variety of subjects taught do not admit of any fewer teachers.

The Course of Study adopted last year has been contin-

ued. The work is in the main commendable. At the close of the term in the spring an exhibit of the winter's work was given in the rooms. It was visited by many interested persons and in certain lines the exhibit was good, considering the amount of consecutive work that has been done under the present corps of teachers. It is proposed to hold another at the close of the coming Spring term, when undoubtedly still better work will be shown.

HIGH SCHOOL.

The average number of pupils belonging for the year was 353, a gain of 21. The average daily attendance was 338, a gain of 23. The average number of pupils to a teacher, not including the special teachers, was 29+. Notwithstanding the strenuous efforts of the teachers to secure good attendance the showing of the school in this respect does not compare favorably with many of the best high schools. A per cent. of attendance in a New Engand high school of 92 + is nothing of which to boast. It ■ isually runs from 95 to 98 per cent. Teachers deplore that pupils are allowed while attending school to engage in occupations and amusements that entail not only their absence but sap their strength, and divert their attention from their work to a degree which is often most harmful in its effects upon individuals, if not upon the school at large. The remedy lies with the parents upon whom is the obligation to impress upon their children a realizing sense of their duty to the school, which for the time being is their post of service.

Comparatively little friction has arisen by reason of the methods of government employed during the year. Judiciousness has marked the individual cases of discipline that have occurred.

There are no changes to note in the course of study.

The character of the teaching as a rule is of a high order. In certain directions it is capable of improvement, both specific and general. Among other things there is a tendency in certain lines of the work to excessive detail and drill in technicalities which is wearisome to pupils, the source of irritation to parents, and it is questionable whether it is productive of good. The few complaints that have come to my attention in the year have been within these lines. Teachers frequently wonder at the narrow mental vision of pupils. Is it not true that to outside observers this fault is not confined to pupils only? The microscopist performs a most useful part in the investigation of truth, but the world at large has not the time to engage in so close analysis. It accepts his generalizations, and acts upon them. I apprehend that it would be wise if, in teaching, this fact served as a guide.

Not a large proportion of the graduates of the school go to college. It is not apparent why there are not more. Those who have gone within the year confirm the efficiency of the teaching they have had in preparation by their standing and honorable mention. The only one who entered Harvard received an "honor" in mathematics. The three entering Brown University reached the first grade in all subjects, with one exception in one study, when the students were examined after entrance for division into four grades; and one took the first prize (\$20) for excellence in preparation in French. Of the two young ladies entering Wellesley one was especially successful in Latin composition, while the English essay of the other was pronounced by the Professor of Rhetoric the best of those presented by the Freshmen at their first call. Two young ladies also who entered Dana Hall school have been highly commended for their training in English. These facts are significant as they point to excellence in instruction in several lines rather than one. But it also must be borne

in mind that those who go to college get the cream of the instruction in every high school, and it is not always safe to judge of the instruction as a whole by the results obtained in such cases, although I know that the standard of high schools in the past has been fixed largely on these results.

I desire before closing to express my belief that the mechanical details of the work of the teachers can be profitably lessened by modifying the system of marking for standing and promotions in the school. And what is still more important, I think the pupils would be benefitted thereby. But of this I intend to speak more fully under the head of Examinations and Promotions.

I append in figures several items that relate to the school which are of interest:

	Girls.	Boys.	Total.
Number who entered the High school, Sept., 1891. from the New Bedford public schools, Number who entered during the year 1891 from	78	44	122
other schools,	11	4	15
Grand Totals.	89	48	137
Number graduates of the year who are pursuing higher courses;			
College,	1	2	3
Swain School,	7	7	14
Harrington Training School.	8		8
Post-graduate studies in the High school,	12	ō	17
Grand Totals,	28	14	42
Number of post-graduates connected with the school in 1891 :			
Jan. to June, 1891.	16	4	20
Sept. to Dec., 1891,	12	5	17
Crurd Totala		- 9	
Grand Totals,	28	9	37

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Grand Totals,	28	9	37

ing school,

Number pupils taking classical course, Dec., 1891:

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Class IV.,	20	17	37
" III.,	5	8	18
" II.,	1	2	9
· · I.,		2	2
Post-graduates,	2		2
Grand Totals,	28	29	<u>-</u>
Number pupils preparing for Medical School:			
Class I.,		1	
Post-graduates.		2	
Grand Totals,		3	-
Number pupils preparing for Institute of Technology	logy:		
Class I.,		1	
Class II.,		5	
Grand Totals,		6	•
Total number pupils preparing for higher school not including Swain School or Harrington Trai			

THE TRAINING SCHOOL FOR TEACHERS.

This school began operations two years ago last Sep tember. Four classes have graduated from it numbering twenty-six in all. A class of two will graduate in Febru ary next. A change in the regulations governing the school was made during the year by which the number of pupil teachers who may be connected with the school a any one time has been raised from twenty-four to twenty seven. The limit in number of each entering class here after has been fixed also at nine. This last provision was made that the classes may be well balanced in the future For it was found that the class applying for admission each September was much smaller than that applying in February. For instance, the number of candidates applying in September, 1890, was four, and but two gainer



HARRINGTON MEMORIAL SCHOOL.

TRAINING SCHOOL.

ERECTED 1889. SEATING CAPACITY 400.



Admission; while the number applying in the following February was fifteen, fourteen of which passed the examination and were admitted.

Such a disparity in the numbers in the different classes worked badly in operating the school, as the senior class upon whose members rests the charge of the different class rooms, might not be large enough to supply the different rooms with an experienced teacher, and at the same time the lower classes might be very large. Where such an emergency has arisen, some of the graduates have been assigned temporarily to the school that no class should be in charge of an inexperienced teacher. This last term owing to the scarcity of teachers by reason of sickness in the regular corps and the increased attendance in the schools, this school suffered somewhat in common with several others in the city in its teaching force. Such a contingency is not likely to occur again very soon, if at all.

The complement of pupil teachers in the school is now full, twenty-seven in all, divided as follows: Senior Class, thirteen: Junior Class, five; Sub-Junior Class, nine. These young ladies are all graduates of a high school or its equivalent, and have passed successfully a rigid examination prior to their admission to the school. It is readily seen that the standard of admission is such as to exclude all who have not already acquired the foundation of a substantial education.

The school is doing much good in preparing teachers for the schools of the city. The principals of the different schools wherein the graduates have been assigned testify to the value of the preparation they have received. I find also that the testimony of the various principals of the city regarding the substitutes sent out from the school (and there are not a few during the year) is that they know what to do when they take a class, whereby there is much saving to the schools compared with the former methods of supplying the temporary vacancies. That there should be individual differences is to be expected, but I have yet to know of an instance of a complete failure of either a graduate of the school, or of one sent out to substitute.

There seeems to prevail among a few persons the feeling that this form of school is an innovation and an experiment, in fact something of a pet scheme of mine, which I am bound to defend. Let me assure all such persons that they do both me and the school an injustice. Schools of this class have been maintained for years in a number of cities in this commonwealth as well as in other cities of New England, and they are growing in favor every day. But upon this phase of the subject I do not propose to dwell. The school was founded through an earnest conviction on my part and that of the Board that it was a feasible and practical method of increasing the efficiency of the teaching, even if not an ideal way, and I, at least, have had no occasion whatever for changing my mind.

There is another question that arises in connection with the school, and one that I approach with a realizing sense of its importance; it is the welfare of the pupils who attend it. I have heard the fear expressed that the pupils would suffer through the inexperience of the teachers and the frequent changes in the same necessitated by the plan upon which the school is founded. I have taken pains therefore to watch carefully the workings of the schools. My experience with this school, as well as with similar well-conducted schools elsewhere, confirm me in the belief that such fears are groundless. To begin with no inexperienced teacher is to have charge of a class room, if the plan of the school is carried out as required by the regulations governing it. The teacher must have served in the school a year as a student, an observer, and an assistant before she is placed in charge of a room. means of the assistants, pupils get more individual attention and assistance than in the ordinary school. further, a skilled principal and assistant principal are provided, who watch and guide most critically the methods of discipline and instruction throughout the whole school. One has but to visit the school frequently to become convinced of its excellent tone. He needs only to compare the mental attitude and condition of the pupils with that of other pupils in the city of similar grades if he wishes to be assured of the comparative worth of the instruction. I do not contend that there are no faults in the school, that mistakes are not made. What school is free from faults, and in what school are mistakes not made? I would go many a mile to see a perfect school, and would sit the humblest of disciples at the feet of the teacher. All that in justice can be expected of the school is, that the welfare of the pupils shall be as well promoted as in the average school of the city. That this is done, I am confident, and those members of the School Board who have observed the working of this school and compared it with that of similar grade throughout the city assure me that their convictions are the same.

Miss Stuart, the principal, found it necessary to apply for leave of absence toward the close of the fall term on account of ill health. She expects to be absent two or three months. I cannot commend too highly her worth to the school and her work since she has been with us. I trust that rest and change of climate may soon restore her strength and enable her to resume her duties. During her absence Miss Braley, the assistant principal, has acted as principal and performed the duties of the position with signal success.

In closing permit me to be speak for the school the continued confidence and support of the Board, and the cooperation of those parents and other citizens who have the interests of the school system at heart.

A few statistics are appended showing in condensed form some items of interest connected with the school.

Numbe	r of pupil	teacher	rs enrolled during the year,	35
"	"	66	admitted in February,	14
٠.		٠.	" "September,	4
	"	"	graduated in February,	8
••			" June,	5
4.	••		in Senior class, Dec. 18, 1891.	2
٠.	٠.		" Junior class, " " "	14
	"		" Sub-Jun. class, " " "	4
••	days sub	tituting	by pupil teachers.	1594
••	·· abs	ence f o	r other causes,	117
Total n	umber day	s abse	nce by pupil teachers,	277
Averag	e number	of pupi	il teachers belonging.	21
"	daily at	tendand	e of pupil teachers,	20
	number	Senior	s and Juniors belonging,	12
"	daily at	tendand	e of Senior and Junior classes,	11
"	·			297
Numbe	r of differe	ent visi	ts by parents and others,	454

SPECIAL SUBJECTS.

Music.—This branch has been under the charge of the present supervisor for a year and a term. His work is efficiently done. There is some question, however, whether there is not too much technical drill required and at too early an age. I am certain from the best information that I can get, that much more technical drill in music is done in the lowest grades of the public school of this country than in Germany. The Germans are essentially a musicloving people. Yet pupils are not taught to read music in their schools for the first three or four years. A recent writer in the schools of Germany says "The ends sought in teaching singing, as given in several courses of study, are to sing with ease church chorals and the national songs. Incidental to this is the cultivation of a musical ear and taste, which may be the the foundation for advanced study and practice." Again he says, "One marked

characteristic of the singing in all the grades is the sweetness and purity of tones. In the lower grades soft and low tones are constantly exacted." Without venturing to express a decided opinion here as to the merits of the two methods, I offer the one that contrasts with ours that the question may receive future consideration by the Board.

New singing books were put into the fifth and sixth grades of the grammar schools during the year. The supervisor reports, that good results are already apparent from the change. He states also that the books and charts used in the eleventh grade primary are unsuitable as figures are printed under the notes. In the new editions the figures are not given, and he recommends that the old editions be replaced by the new at an early date. He also recommends the Second Music Reader, Pt. I., for use in the tenth grade, that the pupils may study the divided beat.

The following extracts from his report will give a fair idea of the work in the different grades:

- "The thirteenth grades have studied the scale chordwise, instead of the old way (step wise) and have now the full scale to work with. The pupils can sing quite readily at sight, simple exercises in any major key, the teacher pointing the time for them. They have learned a number of choice rote songs, and in the last term of this year will study the easiest exercises on the chart."
 - "The twelfth grades have reviewed the work of the thirteenth grades as outlined above, and, in addition, have made a study of each sound of the scale (in all keys from the staff) through exercises prepared by the regular teachers from suggestions I have given them. These grades will finish the first series of charts this year."
 - "The eleventh grades made a study of each sound of the scale in the fall, and now are all using the First Music Reader studying only the songs, that is, those exercises

having words. They learn the pitch of all the notes on the staff, the signatures of the keys, the tune names, and to beat the time. They are doing good work."

- "The tenth grades are doing the same kind of work as the eleventh, except they take the more difficult songs in the last half of the book."
- "The ninth grades are doing better than last year, and I intend to get them 'broken in' to two-part singing the last term of this year. Two-part singing should be begun not later than the fourth or fifth school year."
- "The eighth grade is where I found two-part work first begun in these schools. It is an important step in the course, and requires care and time to get the parts well settled. I am glad to say that the teachers are working faithfully on this and generally with good results."
- "Three-part singing is begun in the seventh grade, and some very good work is done."
- "The sixth and fifth grades are doing much better work since the introduction of the new book. The parts are quite well developed, and I am much pleased with the way the pupils take hold of the work."
- "There is an improvement in the singing of the High School, but it is not yet what it ought to be. The parts are not as clearly brought out as they should be."
- "In closing, I wish to say that I have found the teachers ever ready to carry out my ideas and suggestions. They have worked faithfully, and whatsoever credit is due for the good results accomplished, the largest share belongs to them."

Drawing.—The educational drift is toward industrial training. This is taking decided form in the curricula of the common schools and in the foundation of many private institutions for this kind of teaching. As drawing is the basis of instruction in the industrial arts it is assuming each year greater importance in the schools.

New Bedford was one of the first places in the country to recognize its importance in education, and to make it an essential part of its school course. It is needless for me to dwell upon its history in our schools. That has been done in preceding Reports. I will simply call attention to the fact that notwithstanding the length of time that has elapsed since it was first engrafted upon the schools of this country and this city, it is yet scarcely out of the experimental stage. The general plan of teaching it in the common schools is, however, becoming better determined each year.

For two years or more a course of study in which the parts are well related has been in process of adjustment to the work of the different grades. The good results are being evidenced. Each year the pupils who graduate from the grammar schools show greater knowledge of the underlying principles of drawing and possess more skill in execution. I believe that in a year or two more no more difference in acquirement will be shown by the pupils in this study than in others. For those who attend the High school, the study is optional after the first two years. During the past year eight have elected this study for the third year and two for the fourth. The work in the High school is more closely related to that of the lower school than formerly. The teacher of the subject in that school and the Supervisor of the work in the lower schools are in accord as to methods and aims.

The teachers in the lower schools are becoming more familiar with the work each year. The Supervisor holds grade meetings for purposes of instruction and general direction. The plan of work is determined for each grade in this way, and the result is more unity in it in corresponding grades throughout the city. There are defects most certainly for which I think there is a remedy, at least in part. This is not the place, however, to discuss

them. But, I believe after all things are considered, the subject is on a better plane than ever before.

SEWING.—There is not much that requires consider ation in regard to the sewing. A course of study ha been prepared within the year and put in operation. It is not yet adjusted to quite the best advantage. The same teachers are in charge of the work as for several years past. More time is given by both of the assistants than formerly owing to the increase of pupils in the schools. The results compare favorably with those secured in other cities. I think more of the material employed should be furnished by the city. Each school building should be equipped with the necessary utensils needed in the work instead of requiring pupils to bring them from their homes. This is a required study, and the city should supply as far a practicable all that is necessary for successful work.

COOKING.—A cooking school as a part of our publi school system has been determined upon. When a suit able building is available it will be put into operation Probably nothing will be done in the matter until th Kempton Street school house is built.

I regard the extension of the curriculum still furthe into the sphere of manual training as an important actio of the Committee. It is intended that the girls in the tw highest grades grammar shall form the classes for th school. A certain number will report for duty at th cooking school each half day. Each pupil attending th school will thus get a half day's instruction every tw weeks or twenty lessons a year. The experience in thos places where cooking schools have been established in connection with the public schools is that the time given by the girls to the cooking school does not appear to affect their standing in their other studies.

With the sewing, drawing, and the cooking, the girls i the lower schools will have valuable instruction in thre

lines of manual training. I sincerely hope that instruction in wood-working will be provided for the boys of the grammar grades. It would be valuable training for all, but especially for a large class of boys to whom school work is now irksome. By this line of work, a three fold object is accomplished. First, it gives physical exercise and training; second, it engenders habits of close observation and accuracy in execution; third, the moral effect produced is wholesome in that a vent is given for activities that are frequently the source of mischief, and cause friction with the teachers; and more, when not in school, the knowledge of tools gained there will cause many a boy to busy himself with making his own playthings or other articles, instead of idling away his time acquiring habits of discontent or worse ones. What to do with their boys when they are out of school is a matter of solicitude to many parents. I have recommended in previous Reports the extension of manual training into the High School. I renew that recommendation here.

Physical Training.—I wish some system of physical training might be adapted for use in our schools. Physical exercises are practiced in all the grades from the lowest primary to the highest class of the High school. But it is only in the High school that any real physical training is done. The military drill furnishes most excellent training for the boys. The effect is soon noticeable in their firm tread and erect carriage. The girls, who need it more, get no similar training. Their dumb bell exercises are good but do not give a systematic training.

The Swedish system of gymnastics is the one adopted in Boston and many other places by the school committees after giving much thought to the subject and making careful investigations.

At the beginning of this year I engaged a graduate of the Boston school of Swedish gymnastics to give a short course of illustrative lessons to the teachers of the city, that the character and object of the exercises might become known to them. I think the majority became sufficiently acquainted with the nature of the exercises to realize their worth and practicability. I recommend that this question be taken under advisement by the Board.

THE PEDAGOGICAL LIBRARY.

This library was established by the School Committee with the hope and expectation that the teachers would avail themselves of its privileges and do some professional reading. If the patronage given it so far measures the amount of such reading but little comparatively is done. I hope that it is not so, and I am fain to believe that it is not.

Forty-six different teachers only were credited with taking even one book from the library the past year. A contingent of the teachers to my personal knowledge are earnest in their desire to comprehend the underlying principles of teaching, and by both professional and general study are seeking to qualify themselves for still better work. Probably there are many others of whom I do not know. I fear there are some who are indifferent in the matter, and do not realize its importance.

No.	Title. Author.
1.	The History of Pedagogy Compayre.
	The Elements of Pedagogy White.
3.	
4.	
5.	Essays on Educational Reformers Quick.
6.	Particular Systems of Education, Pt. III. Resenkranz.
7.	Higher Schools and Universities in Ger-
	many Arnold.
s.	Some Thoughts Concerning Education Locke.
9.	Emile Rousseau.
10.	Leonard and Gertrude Pestalozzi.
	Levana

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12.	The Education of Man	. Froebel.
13.	Education	
14.	Lectures and Annual Reports, Vol. I.	
15.	Lectures and Annual Reports, Vol. II.	. Mann.
16.	Lectures and Annual Reports, Vol. III	
17.	Lectures on the Science and Art of Ed	
	cation	. Payne.
18.	The Philosophy of Education	. Tate.
19.	The Elements of Pedagogy	. White.
20.	On Teaching: It's Ends and Means	. Calderwood.
21.	The Principles and Practice of Comm	on
	School Education	. Currie.
22.	Lectures on Teaching	
23.	Lectures on Teaching	. Fitch.
24.	Methods of Historical Study	. Freeman.
25.	Methods of Teaching History	
26.	How Shall My Child be Taught	
27.	Theory and Practice of Teaching	. Page.
28.	Talks on Teaching	
29.	Art of School Management	
30.	Art of School Management	
31.	School Management	
32.	On Teaching Geography	. Geikie.
33.	Education and Educators	. Kay.
34.	Schoolmaster	. Ascham.
35.	Outline Study of Man	. Hopkins.
36.	School Economy	
37.	School Room Guide	. DeGraff.
38.	Manual of Method and Organization	
39.	Lectures on Geography	
40.	The Action of Examinations	
41.	Object Lessons	. Walker.
42.	The True Order of Studies	
43.	Theory and Practice of Teaching	
44.	School Journal, Vol. I	
45.	" " II	
46.	" " ш	. "
47.		. "
48.	v	
49.	" " " VI	
50.	" " VII	
51.	" " VIII	
52.	" " IX	
54.	" " XI	
55.	" " XII	
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56.	School Journal, Vol. XIII	
57.	" " XIV	
58.	Methods and Aids in Geography	
59.	Methods and Aids in Geography	
во.	Contributions to the Science of Education	•
61.	Power and Authority of School Officers and Teachers	
62.	Power and Authority of School Officers and Teachers	
63.	Compayre's Lectures on Pedagogy	Payne.
64.	Rosmini's Method in Education	
65.	Bibliography of Education	Hall.
66.	Lectures to Kindergartners	Peabody.
67.	Early Training of Children	
68.	Habit in Education	Hall.
69.	Modern Petrography	
70.	The Study of Rhetoric	Genung.
71.	English in the Preparatory Schools	Haffeut.
72.	English in the Schools	
73.	How to Teach Reading	
74.	The Study of Latin	
75.	Mathematical Teaching	Safford.
76.	How to Study Geography	
77.	Studies in Pedagogy	
78.	Educational Mosaics	Morgan.
79.	Elements of Psychology	
80.	Topics in Geography	
81.	Compayre's Lectures on Pedagogy	
82.	Notes of Lessons for Young Teachers	
83.	Geography Teachings and Land Modelling	
84.	Geography Teachings and Land Modelling	
85.	How to Teach Language	
86.		Carver.
87.	Arithmetic in Primary Schools	
88.	Cyclopædia of Education	
89.	Orbis Pictus	Comenius.
90.	Free Schools of the United States	F. Adams.
91.	Prosperity or Pauperism?	Earl of Meath.
92.	Outlines of Psychology	
93.	Primary Education	
94.	Order of Exercises in Elocution	
95.	Life and Education of Laura D. Bridgman	
96.	School Inspection	
97.	True Order of Studies	
98.	Kindergarten Culture	
50.		

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99. Education and School	. Thring.
100. Reminiscences of Froebel, by Von Bulo	W Translated by
101. Education in its Relation to Manual I	n-
dustry	
102. Schools and Studies	
103. The Quincy Methods	Partridge
104. The Teacher	Rightigen
105. Reports on Elementary Schools	
106. Addresses on Educational Subjects.	
107. Scientific Industries Explained	
108. The Teacher	
109. Development of the Intellect	
110. Memory—What it is and how to improve	
it	
Ill. Methods of Teaching Geography	
112. Teachers' Manual of Object Lessons.	
113. Three Lectures on Education	
114. Chips from a Teacher's Work Shop.	
115. First Three Years of Childhood	
116. Physical Education	
117. School Management	
118. Day Dreams of a School Master	
119. Autobiography of Froebel	
120. Educational Theories	
121. A Tractate on Education	
122. Securing and Retaining Attention	
123. Three Essays—Study of English Liter	
ture	
124. Old Greek Education	
125. Locke's Conduct of the Understanding.	•*
126. Gill's School Management	
127. Cultivation of the Memory	. wond with
128. Cultivation of the Senses	•
129. On Discipline	•
130. On the Use of Words	•
l31. On Class Teaching	•
132. Hand book of Punctuation	Rigolow
133. Book of Object Lessons	• •
134. Swedish System of Educational Gymna	
tles	
liss. Compayre's History of Pedagogy	. Daron Aus Fosse.
las. Pedagogy	· 1 ayuc. Howitt
137. Courses and Methods	Drings
138. Pestalozzi. His Life and Work	Do Cuimus
	. De Guimps.

139.	Elementary Psychology	. Baker.
140.	Linder's Empirical Psychology	De Garmo.
141.	The Manual Training School	Woodward.
142.	Introduction to Shakespeare	
143.	Teachers' Manual of Geography	
144.	Teachers' Manual of Geography	
145.	Insecta	
146.	School Hygiene	Newsholme.
147.	Astronomical Geography	
148.	Nineteenth Century Authors	
149.	The Reproduction of Geographical Forms	
150.	Natural History Object Lessons	
151.	Essentials of Method	
152.	Industrial Education	
153.	A Conference on Manual Training	
	A History of Education	F V N Painton A
155.	The Rise and Early Constitution of Un	. r. v. M. I amber, z
100.	versities	
156.	The Ventilation and Warming of School	
100.		
1==	Buildings	W Dresser
157.		
158.	Education in the United States	
159.	European Schools	
160.	Practical Hints for the Teachers of Pub	
	lie Schools	. George Howland.
161.	School Supervision	J. L. Pichard, L.I.
162.	Higher Education of Women in Europe	Helene Lange.
163.	A Text Book in Psychology	Johann Frederi
164.	The Mother, Play, and Nursery Songs.	. Froebel.
165.	The Paradise of Childhood	. Edw. Niebe.
166.	Methods in the Schools of Germany	. John T. Prince.
167.	Old Greek Life	
168.	Homer	. W. E. Gladstone.
169.	Logic	. W. S. Jevous.
170.	Classical Geography	
171.	Philology	. John Peile.
172.	History of Greece	. C. A. Tyffe.
173.	History of Europe	. E. A. Freeman.
174.	History of Egypt	. F. C. H. Wendel.
175.	History of Rome	. M. Creighton.
176.	Astronomy	
177.	Botany	. J. D. Hooker.
178.	Chemistry	
179.	Geology	
	0.0	

180.	Physiology. M. Foster. Hygiene R. S. Tracey.
181.	Natural Resources of the U.S J. Harris Patton.
182.	Geography
183.	Physical Geography Prof. Geikie.
184.	English Literature Rev. Stopford Brooke.
185.	English Composition John Nichol.
186.	Political Economy W. S. Jevons.
187.	Mediaeval Civilization G. B. Adams.
188.	Roman Antiquities A. S. Wilkins.
189.	The Development of the Roman Constitu-
	tion
190.	€ reek Literature R. C. Jebb.
191.	Exercises in Wood-working Sickles.
192.	First Lessons in Wood-working Alfred G. Compton.
193.	History and Science of Education Shoup.
194.	Graded Didactics. Vol. I Shoup.
195.	Graded Didactics. Vol. II Shoup.
196.	Chapters on Plant Life Herrick.
197.	The Three Pronunciation of Latin Fisher.
198.	Comparative Geography Ritter.
199.	Points of History Lord.
200.	Animal Life in the Sea and on the Land . Sarah Cooper.
201.	Geographical Studies Ritter.
202.	Eclectic Physical Geography Russell Hinman.

EXAMINATIONS AND PROMOTIONS.

What kind of examinations shall be given in the schools, how often they shall be given, by whom they shall be given, for what purpose they shall be given—these are questions that have been rife among educators for sometime, but more especially in recent years. Good has resulted from the agitation. It was not uncommon in the past for examinations to be given frequently in the schools, and by others than the teachers, upon the results of which promotions were based. They were not always in the line of good teaching. They were a source of dread alike to teachers and pupils. They resulted oft-times in a system of cramming as the work of the teachers and pupils were both judged from the percentages attained by the latter. At last a reaction set in, which may have

gone too far in some places in the other direction, but be ter that condition than the first.

Examinations are either oral or written. Both have their place and value when properly applied. Every relitation is in part an examination of the teaching as we as a test of the amount and kind of knowledge possesse by the pupils. Of this every teacher should be conscious and if recitations are uniformly poor, it would be well for him to turn the search-light of criticism back upon him self, if he would discover where the fault lies.

The character of the examination given by Superintendent or Committee, and that given by the teachers shoul be different. The one should be given to determine the value of the teaching, both specific and comparative, a discoverable in the amount and kind of knowledge possessed by the pupils; while the examination of the teacher should be given more for the purpose of discovering the facts of knowledge retained by the pupils and their growt in power. But neither should be given with the primar object of determining promotion.

As the teacher must be the best judge of the attainment of the pupils under his charge, and of their individual capacities, his opinion should have much weight in determining their advancement. He should therefore make careful study of each pupil; note his strength as well as his weakness; and, when the time for promotion comes, his influenced in recommending the pupil for advancement be the future as well as the past. Nor should any teacher in determining his list of promotions, retard the advancement of a candidate only for fear of criticism from the teacher of the higher grade.

Promotions in the public schools as a rule are governe by too rigid rules. The provisions for advancement ar not sufficiently elastic. The same discrimination is no made in the interests of the brightest pupils that is mad against the dullest ones. A just criticism made on the public school system is that all pupils must go through the same tread-mill. I earnestly wish that some plan might be adopted in our schools by which pupils capable of completing the course in less time than that required for the average pupil might do so. It is possible, provided there is unity of sentiment in the matter between teachers, Superintendent and Committee.

The general plan adopted for promotions in our city varies greatly as to the lower schools and the High school. In the lower schools promotions are under the direct supervision of the principals, and the general supervision of the Superintendent. In all grades below the one fitting for the High school, promotions are made virtually on the recommendations of the class-room teachers. The principals and Superintendent act simply in an advisory capacity. If a class-room teacher recommends a pupil for advancement on condition even, the pupil is usually given a trial in the next grade. If, after a month's trial, he proves incapable of doing the work his case is referred to the principal or Superintendent, or both, who, if they think best, can place the pupil again in the lower grade.

The regulation governing the admission of pupils to the High school is as follows: The principals meet the High School Committee and Superintendent in conference. Each principal submits three lists of pupils from his school. The first lists include the names of those pupils that are recommended without conditions; the second lists those pupils that are recommended conditionally; the third lists those pupils not recommended for promotion. The pupils of the first lists are usually advanced without debate; those on the second lists are taken under consideration, and usually advanced: those on the third lists are, as a rule, considered more carefully and individually. If it appears to the Committee that it would be the wisest

thing to do to advance any individual, although not re commended, there is nothing in the Regulations of the Board to prevent it. The examination given the highes grammar grade at the close of each year by the Superin tendent is not given to control promotions.

But if a pupil is once in the High school the whole method appears to change. No pupil is to be sent back to the grammar school however inefficient he prove to be. Pupils are advanced from class to class on pecents, a total of 70 per cent for the year in all studie being required for regular promotion. These per cent are obtained by the daily or weekly marking of the teachers, as each may elect, and from examinations given five times each year, the examinations rating as one-thir in making up the total averages. The comparative standing of pupils in their classes is determined also by these per cents.

There are serious objections to this plan of determinin promotions and standing. First, it is cumbersome an unreliable; second, it creates an unworthy stimulus i pupils, turning their minds from the true ends of education; third, in its application a burden is inflicted upo teachers, whose time can be better employed than in computing pupils' mental acquirements in per cents; an more, injustice to individual pupils is often the result.

In defense of the first objection I will quote the argument advanced in a Circular of Information issue by the United States Commissioner of Education and prepared by Dr. Emerson E. White, of Cincinnati, Ohio He says: "Persons who have had experience in premoting large classes of pupils know how difficult it is t give due consideration to two separate records. It make proper to add in this connection, that it is not easy t discover the principles on which these diverse combination of examination results and class standing are made, or the

facts which determine the comparative value of these two factors. Moreover, if the estimates of teachers are trustworthy, there would seem to be no necessity for combining them with examination results, and, if the examination results are reliable, they certainly need not be discounted by uniting them with the estimates of teachers. If both factors are unreliable, how can a reliable result be secured by their union? This can only be true when the errors are in opposite directions; and why may they not be in the same direction?"

As to the second objection, I cannot do better than to quote again from Dr. White. In speaking of the influence of promotion examinations on teaching and study, he says, "They set up a low and alluring end for study—the attainment of examination marks—and they dissipate that natural desire for knowledge which is the source and inspiration of all true learning and of all real joy in study. The more the interest of pupils is focused on the examination as an end, the more they fall into the use of memoriter and mechanical methods of study. They work for per cents, they cram for per cents, and too often, as it is feared, they cheat for per cents." In the University of Michigan the marking system, class rank, honors, or prizes of any kind, except the diploma of graduates have been abandoned, and President Angell claims that the aggregate result is much better than under the old system.

I now come to a consideration of the third objection, loss of energy to the teacher and injustice to pupils. The true teacher seeking to develop character, power and culture in his pupils does not desire to be hampered by a ranking book. He realizes that his attention is divided between marking and teaching. If the pupil's standing and promotion depend upon his marks they should be made at the time of recitation, if they are to be at all accurate; if recorded but once a week or once a month

they are valueless so far as accuracy is concerned. Unde the second form of recording the work, no matter how just teachers may desire to be, I do not believe it possible fo them to mark a class—classes vary in numbers from twenty to fifty pupils— with fairness to the pupils.

In our High school there are but a few pupils in a class each year that are not above the limit set for promotion Is it necessary that all this cumbersome and perniciou machinery be kept at work to determine whether thos few pupils shall be advanced or degraded? Those pupil are just as well known to the teachers before look inga the marks as after. I hear the feeling expressed some times that the standard of the school might deteriorate the marking system was abandoned. I think this fear unfounded. I do not wish to believe that the majority of the pupils work for per cents; if this is so the standard false. It is not proposed that pupils should be advance whether they are qualified or not; neither is it propose to abandon all records, or examinations. Teachers know whether their pupils are doing excellent work, or goo work, or simply passable work, or poor work. And when it becomes necessary to record their knowledge, can be so indicated. The record cards sent to paren may be made out in some such manner. Reasonabl parents desire their children to do their duty. They wi judge the school by what it makes their children, not b what marks it gives them. Those pupils who shirk ca be just as well reached and stimulated without a markin system as with it.

I am just as interested to have the standard of the school kept on a high plane as any one. It is far from my wish to propose any measure that would make the work of the teachers any more burdensome or that of the pupils any less thorough. My wish is, if possible, the lessen the useless labor of the teachers, whose attainment

.

I respect and whose worth I am only too, glad to commend. And at the same time I desire to free the pupils from an unworthy stimulus that is the source of more than one evil.

Examinations and daily markings have been abandoned for purposes of promotion in our lower schools. Has the time not come for abandoning them in the High school also? Examinations should continue to be given in all grades, but let them be teaching tests, not promotion tests. Let them be both oral and written and searching in their nature. Let them be tests of the pupils' work and also tests of the thoroughness of the instruction. They should not be given at stated intervals, but as circumstances suggest their need, and for a definite purpose. They should be given chiefly by the teachers, who would do well to remember, that "of the four-fold object of education—virtue, wisdom, good manners, and learning—the last alone can be fairly tested in examinations."

CONCLUSION.

We are passing through a period that is remarkable for the agitation of questions that relate to social interests. The complexity of human affairs, which is the outgrowth of modern life, is creating issues most perplexing to solve, and for which history itself supplies little guidance. The "New World" while enabling mankind to throw off the shackles of social bondage with which it was enthralled in the "Old World," has, at the same time, opened up vistas that disclose new dangers and grave responsibilities. These have multiplied with astonishing rapidity within the last half century.

The policy of governments, the modes of warfare, the methods of conducting financial and commercial operations

have changed greatly to meet the new conditions, and will continue to change.

The conservatism of the school world, however, has been slow to respond to the changed life of the greater world that surrounds it. This has been due more to a realizing sense on the part of the administrators of the schools of the far-reaching effects of any false move in the line of seeming progress rather than to any settled conviction against a change in the plan of education. The war between the Sciences and the Classics which culminated in recent years has resulted in the enthroning of the former in the educational world vested with almost, if not quite equal privileges of dignity and honor as the latter.

And now comes a third contestant for recognition, Manual Training. It is really the offspring of Science and the Material world. It represents a demand for the closer connection of the schools with the practical life of the day. The question seems to be already settled as to its future trial. The adaptation to existing conditions though rapidly progressing will take time to perfect, and the results must lie in the future. I have faith that it is a move in the right direction, that will broaden and strengthen the usefulness of the schools without impairing their work in other lines.

The schools of our city have ranked well in the past. The are in most excellent condition at the present time. They are prepared to reach out into these new lines of work, and are already doing so. When the decay of a former industry, in which this city was facile princeps, called for a change in the business pursuits of her citizens, it was made, and with such wisdom and energy that New Bedford is becoming as famous in her new industries as she was in her old. And she must not be unmindful that as the success of her whaling fleets depended on the seamanship of her captains and sailors, so must the success

of her manufactures depend on the mechanical skill and ingenuity of her artisans. Her schools should supply her skilled labor, and, if they are to do it, they should excel in those lines which will make it possible.

Respectfully submitted,

WM. E. HATCH,

Superintendent of Schools.

New Bedford, Mass., Dec. 31, 1891.

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LIST OF TEACHERS.

HIGH SCHOOL.

	*****		2.		
	Summer St., between Mill and North Sts.				
Grade.			Residence.		!
	Ray Greene Huling, P		195 Cottage		
	Chas. T. Bonney, Jr.,				
	Chas. R. Allen, Science	e Teacher,	1 Lincoln	••	
1	Sarah D. Ottiwell, As	sistant,	74 Kempton	**	
2	Elizabeth P. Briggs.		366 Union		
2	Lydia J. Cranston,	••	81 North	••	
3	Lucretia N. Smith.	"	72 Foster	••	
3	Mary E. Austin.		214 Kempton	44	
3	Mabel A. Spooner,		12 Morgan	6.	
4	Helen L. Hadley.		196 Grinnell	44	
4	Emma K. Shaw.	**	72 High	٠.	
4	Mabel W. Cleveland,	66	81 North		
-	Florence Cleaves, Drav	wing Teach	er, 35 Eighth	4.6	
	John K. McAfee, Milita			••	
		·			
	• • • • • • • • • • • • • • • • • • • •	IAR SCHO	OLS.		
FIFTH	STREET:				
	,	orner of Ru	ssell St.		
	Allen F. Wood, Princi	pal.	111 Acushne	t Av.,	
5	Lydia A. Macreading.	Assistant,	17 Bonney	St.,	
5	Harriet F. Hart,	"	233 Acushne	t Av.,	
6	Sarah E. Stoddard,		352 County s	treet.	
6	Mary E. Allen.		25 Madison	street,	
7	Emma A. McAfee,		72 School st	reet,	
7	Janet Hunter.	••	55 North Six	xth stre	*
8	Blanch W. Sheldon,	••	169 Union str	eet.	
8	Mary A. Kane,	66	157 Grinnell	street.	
9	Grace L. Carver.		147 Acushnet		P
9	Nancy H. Brooks.		135 Fourth st		•
	The state of the s		L Sullin St		

MIDDLE STREET: Summer St., between Elm and Middle St.

	George H. Tripp, Pri	ncipal,	Fairhaven,	
5	Agnes J. Dunlap, Assistant.		117 Hillman st	reet.
6	Katharine Commerfor	d, "	634 County	••
6	Etta M. Abbott,		103 School	٠.
7	Lucy B. Fish,	**	64 Smith	**
7	Mary M. Robinson,	• 6	25 Chestnut	"
8	Clara B. Watson,		37 Fifth	٠.
8	Maria B. Clark.		131 Chestnut	

Grade.		Residence.	Salar
9	Mary R. Hinckley, Assistant,	111 High street,	8 60
9	Clara S. Vincent, "	233 Middle "	60
Parki	er Street:		
	Parker St., near Co	•	
	Charles E. E. Mosher, Principa	, , , , , , , , , , , , , , , , , , , ,	1,90
5	Carrie E. Footman, Assistant,	72 State "	47
5 6	Anna J. Jennings, "	115 Maxfield "	60
7	n. senuie Kirby,	50 Hill "·	52
7	Mailia A. Hemenway,	5 Lincoln "	60
8	ivegina M. i aui,	20 I di Kei	45
8	mary w. Leymunion,	og School	60
8	may L. Fetty,	aa r ope	55
9	Mariana N. Richmond, " Mary E. Sturtevant, "	34 High " 220 Summer "	55
9	Lizzie E. Omey,	63 Thomas "	55
9	Emily A. Delano,	East Freetown.	50 52
-	Emmy A. Detano,	East Preetown,	02
THOM	PSON STREET:		
_	Thompson St., corner	r Crapo St.	
7	Katharine N. Lapham, Principal	l,	
^	Corner l	Union and Sixth Sts.,	1,00
8	Cora B. Cleveland, Assistant,	81 North street,	45
8	Elizabeth Bennett. "	46 State "	45
9	Mary A. Macy,	72 Bedford "	60
9 13	Daisy M. Butts, "	116 Willis "	45
	Leonora B. Hamblin, "	South Orchard "	45
HARRI	NGTON TRAINING SCHOOL:		
	Court St., corner of T	remont St.	
	Josephine B. Stuart, Principal,	464 County street,	1,30
	Anna W. Braley, Assistant,	619 County "	80
	Sixteen training teachers,-Senie	ors \$4 per week;	
	Juniors 8 3 per week.		
	PRIMARY SCH	ools.	
Acush	NET AVENUE:		
	Acushnet Av., near G	rinnell St.	
10	Jane C. Thompson, Principal,	194 County street,	650
11	Sarah E. Kirwin, Assistant,	101 South Sixth "	550
12	Hattie L. Finlan, "	186 County "	55(
12	Clara C. M. Gage.	78 Mill "	500
13	Caroline S. Silva, "	81 Washington "	47
13	Susan M. Lucas, "	167 North ".	550
13	Anna I. Dexter, "	11 Franklin "	450
13	Grace Covell, "	128 School	400

SUPERINTENDENT'S REPORT.

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I. W. BENJAMIN SCHOOL:
        Division St., between Acushnet Av., and Second St.
Grade.
                                            Residence.
        Jane E. Gilmore, Principal,
                                       245 Acushnet Avenue,
10
        Susan M. Tompkins, Assistant,
                                         2 Court street.
        Nellie W. Davis,
                                        49 Bedford
10
                                                      ٤.
        Helen J. Kirk.
                                ..
                                        27 Franklin
11
        Rachel L. Denham.
                                "
                                       366 Cottage
11
                                                      "
                                66
12
        Sarah A. Winslow,
                                       315 County
                                       170 Grinnell
12
        Helen C. Allen,
                                "
        Annie C. O'Connor,
                                       299 County
13
                                       South Orchard "
13
        Mary Barstow,
                                "
                                                      "
13
        Annie L. Brownell.
                                        13 Sherman
                                "
13
        Susan P. Diman,
                                        46 State
                                "
                                                      66
13
        Mabel Bennett,
                                        114 High
CEDAR STREET:
                  Cedar St., corner of Maxfield St.
                                        117 Hillman street,
10
        Annie S. Homer, Principal,
                                        124 Hillman
11
        Bessie P. Peirce, Assistant,
12
        Abbie D. Whitney,
                                        59 Hill
        Willetta B. Nickerson. "
                                          2 Morgan
                                                      ..
13
13
        Annie L. Edwards,
                                44
                                         62 North
                                                      "
                                                      ٤.
13
        Mabel L. Hathaway,
                                          5 Arch
CEDAR GROVE STREET:
                Cedar Grove St., near Acushnet Av.
13
        Lucy F. Clark, Principal, 131 Chestnut street,
        Mary J. Eldridge, Assistant, 200 South Second "
13
        Eleanor V. Tripp,
                                     12 Sherman
                                                      "
13
12
        Edith K. Weeden,
                              ..
                                    614 County
                                                      ٤.
                              6.
                                                      ..
12
        Annie G. Brawley,
                                     23 Washburn
                              . .
11
        Carrie A. Shaw,
                                        Belleville,
10
        Flora E. Estes,
                                    535 Purchase
CANNONVILLE:
                           Rockdale Av.
10 and 11 Adelaide J. McFarlin, Principal, 152 Kempton street,
12 and 13 Lillie C. Tillinghast, Assistant, 273 Kempton
DARTMOUTH STREET:
                Dartmouth St., corner of Hickory St.
        Isadore F. Eldridge, Principal. 28 Sherman street,
        M. Eva Schwall, Assistant,
                                       11 Bonney
11 and 12 Edith M. B. Taber, "
                                       82 Walden
                                                     ..
12 and 13 Annie F. Smith.
                                       18 Bonney
                                                     . 6
       Grace II. Potter.
                              ••
                                                     ٠.
                                        4 Orchard
13
        Sarah H. Kelley,
                                        24 Seventh
```

Fourt	H STREET:					
	Fourth St., corne	er of Madison St.				
Grade.	·		lary.			
10	Sarah H. Cranston, Princ		650			
11	Eliza H. Sanford, Assistant	, 112 Fourth "	550			
12	Sarah E. Sears, "	21 Griffin "	550			
12	Annie L. Macreading, "	17 Bonney "	475			
13	Alice A. Taylor, "	299 County "	425			
13	Myra A. Leach, "	75 Sycamore "	425			
LINDE	N STREET:					
	Linden St., ner	ar Ashland St.				
10	Elizabeth P. Spooner, Pri	incipal, 129 Hillman street,	600			
11	Isabella Luscomb, Assistan	it, 245 Cedar "	550			
12	Isadora Foster, "	48 Parker "	ก็ก็0			
13	Lucy S. Leach. "	91 Maxfield "	550			
MERRI	MAC STREET:					
	Merrimac St., co	rner of State St.				
10 & 1	1 Sarah H. Hewins, Princi	pal, 111 Merrimac street.	600			
12	Addie West, Assistant,	232 Pleasant ''	550			
13	Harriet S. Damon, "	223 Pleasant "	500			
MAXF	ELD STREET:					
	Maxfield St., corn	er of Pleasant St.				
. 13	Mary B. White, Principa	l, 57 Foster street,	600			
12	Annie E. Pearce, Assistant	, 151 Hillman "	550			
11	Bessie P. Nash, "	1121 Acushnet avenue.	525			
10	Mary E. Pasho, "	169 Grinnell street,	425			
WILT.I	AM STREET:					
	William St., between S	ixth and Eighth streets.				
10	Eleanor Commerford, Prin	cipal, 634 County street,	600			
11	Mary J. Graham, Assistant	t, 12 Court "	550			
12	Kate E. Cleary, "	61 Mechanics lane,	550			
13	Amelia Lincoln, "	87 Walden street,	550			
	COUNTRY	SCHOOLS				
Actist	INET:	is iroqus.				
	Acushi	net Av.				
Charle	tte C. Carr, Principal,	56 Spring street,	700			
Belle	B. Wheeler, Assistant,	2 Mt. Vernon street,	500			
' aroli	ne O. Pierce, "	1 Spruce street,	500			
CLARI	CLARE'S POINT:					
Julia A. Fay, Principal, 685 South Water street, 500						

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Grade. NORTH:	Residence.	Salary.
Mary I. Ashley, Principal,	Clifford,	\$ 575
ROCKDALE:		
Lucy K. Hatch, Principal,	103 School street,	600
PLAINVILLE:	·	
Mary E. Haney, Principal,	Fairhaven.	500
• • • •	SCHOOLS.	
NORTH:		
In Cedar Grove	St. School Building.	
Emma R. Wentworth, Principal, Kate Sweet, Assistant,		0 per week.
SOUTH:		
	St. School Building.	
Lucy J. Remington, Principal, Gertrude M. Robinson, Assistant		
SPECIAL	TEACHERS.	
Drawing:		
Blanche I. George. SINGING:	20 Seventh street,	\$1,200
F. H. Butterfield, SEWING:	40 Chestnut street,	1,700
Carrie H. Richmond,	33 Seventh street.	\$ 550.00
Eliza A. Smalley,	71 South Sixth street,	295.00
Gertrude H. Leonard,	62 Fifth street.	393.28
EVENING DR	AWING SCHOOL.	
Florence Cleaves,		\$250
George A. Stetson,		140
George H. Nye,		140
EVENING ELEM	IENTARY SCHOOLS.	
FIFTH STREET:		
Oliver W. Cobb.	8 9.0	00 per week.
Mrs. C. T. Johnson,	4.7	
Grace H. Potter,	4.3	
Nancy H. Brooks,		12 "
Annie F. Smith,	4.1	-
Alice A. Taylor,	4. 4.	1.6
Annie B. Parker, Nellie H. Cook,	4.1	1.6
Julia A. Fay.	4.1	
Belle Almy,	4.	. 2
rene miny,		-

	Sal	Salary.	
Sarah E. Stoddard.	8 4.12 pe	r week.	
Jennie K. Terry.	4.12		
Mary J. Graham,	4.12		
Lizzie M. Briggs,	4.12		
Julia C. Gifford,	4.12	"	
PARKER STREET:			
George H. Tripp,	9.00	••	
Agnes J. Dunlap.	4.12		
Sarah L. Tallman,	4.12	"	
Ida A. McAfee,	4.12		
Mary F. Wilde.	4.12		
Ethel Denham,	4.12		
Regina M. Paul,	4.12	• •	
CEDAR GROVE STREET			
Allen F. Wood,	9.00	••	
Robert Washburn	4.12	4.	
Annie G. Brawley,	4.12	**	
Grace Carver,	4.12	**	
Nannie P. Slocum,	4.12	**	
Daisy M. Butts,	4.12	••	
Addie J. McFarlin,	4.12	"	
Mary R. Hinckley,	4.12	• •	
Abby R. Johnson,	4.12	• •	
Sarah E. Kirwin, Susie P. Diman,	4.12	••	
Emma B. McCullough,	4.12	••	
Carrie E. Footman,	4.12		
Dora DeWolf,	4.12		
Isabel S. Horr.	4.12	"	
THOMPSON STREET:	4.12	••	
dos			
Joseph P. Kennedy,	7.50	**	
Mrs. S. C. Whelden,	4.12	**	
Janet Hunter,	4.12	••	
Hattie L. Finlan,	4.12	••	
Annie M. King, ladore B. Lee,	4.12	"	
Lena B. Hamlin,	4.12	••	
Vers	4.12		
MERRIMAC STREET:			
MATY A. Kane,	7.50	••	
ARTY Crowell.	4.12	"	
Blanche W. Sheldon,	4.12		
Alice P. Terry,	4.12	"	
Mabel L. Hathaway,	4.12		

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ANNUAL REPORT

OF THE

School Committee

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

Superintendent's Annual Report,

FOR THE YEAR 1892.

MEW BEDFORD: MERGURE PUBLISHING COMPANY, PRINTERS TO THE CITY, 1883.



ANNUAL REPORT

OF THE

School Committee

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CITY OF NEW BEDFORD,

TOGETHER WITH THE

Superintendent's Annual Report,

FOR THE YEAR 1892.

NEW BEDFORD: MERCURY PUBLISHING COMPANY, PRINTERS TO THE CITY. 1893.

In School Committee, Dec. 29, 1892.

Voted, That the Secretary prepare the Annual Report of the School Board, and that 1,200 copies of the same be printed.

REPORT OF THE SECRETARY.

By direction of the School Committee, I submit to our fellow-citizens the following Report for the year 1892.

STATISTICS.

I. POPULATION AND VALUATION.

The population of The population of Estimated populat Valuation of taxa	26,875 40,705 45,000 \$40,274,113		
	II. SCHOOL	CENSUS.	
years of age), School census, Ma years of age),	.y, 1891 (children bet .y, 1892 (children bet ne year (children bet	ween five and fiftee	7,891 en 8,605
• 0 77	SCHOOL CENSUS	BY WARDS.	
Ward One, Ward Two, Ward Three, Ward Four,	1891. 2,530 716 698 452 761	1892. 2,882 727 698 489 790	Gain. 352 11 37
Ward Five, Ward Six,	2,734	790 3,019	29 285

LOCATION OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE,
AS REPORTED BY THE CENSUS OFFICERS.

	Attending Public Schools.	Attending Private and Parochial Schools.	Attending no School.
Ward One,	1,117	1,297	468
Ward Two,	468	175	84
Ward Three,	573	44	81
Ward Four,	374	58	57
Ward Five,	576	1 4 0	74
Ward Six,	2,055	586	378
	5,163	2,300	1,142

REMARKS ON THE CENSUS.

The census returns for the year show a large increase in the number of children in the city between the ages of five and fifteen years. The increase was not so large, however, as for the year preceding. The increase from May, 1890, to May, 1891, was 1,058; from May, 1891, to May, 1892, it was 714, or 344 less than the year before. returns also show that there were 1,142 children between the ages of five and fifteen years of age who were reported as attending no day school. This is a decrease of 217 from the number reported the preceding year. This decrease is unquestionably due to the amendment in the educational law which requires an attendance at school of thirty weeks instead of twenty, of all children between eight and fourteen years of age. But, as I stated last year, it must not be inferred that these 1,142 children who are reported as attending no school have not attended school at all during the year, or will not. This number includes children under eight years of age whose parents had not placed them in school at the time the census was taken; also those are included who had completed their school time in compliance with the school laws and had been granted certificates to work. I am satisfied that there are but few children in the city of school age who do not attend some school, either public or private.

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SCHOOL REPORT.	5
III. SCHOOL ORGANIZATION.	
High,	1
Training school for teachers,	1
Grammar,	4
Primary,	11
Country,	5
Mill,	2
Total,	_
	24
IV. SCHOOL BUILDINGS.	
Occupied by the schools,	22
In addition, one class is housed in a church on Weld street; two classes are housed in a store on Acushnet avenue, while the alter in the Cedar Grove Street school house are being made.	
ROOMS USED FOR SCHOOL PURPOSES (DAY SCHOOLS), INCI-	.UDING

ROOM8	USED	FOR	SCHOOL	PURPOSES	(DAY	schools),	INCLUDING
			HALLS AT	ID RECITAT	ION RO	OMS.	

High,

High,	17
Training,	9
Grammar,	39
Primary,	73
Mill,	4
Country,	8
Rooms unoccupied,	2
Total,	152
Rooms used for both day and evening schools,	24
Rooms used for Evening Drawing school,	3

V. SEATS.

_	Seats Occupied.	Seats Unoccupied.
High school,	386	21
Grammar schools,	1,557	247
Primary schools,	2,819	412
Training school.	329	42
Mill schools,	81	44
Country schools,	220	85
Total,	5,392	851

SCHOOL REPORT.

VI. TEACHERS.

Whole number in service, Dec. 23, 1892:

High school,	13
Training school,	18
Grammar schools,	40
Primary schools,	67
Country schools,	7
Mill schools,	4
Special teachers,	5
Temporary assistants,	1
Evening schools,	53
Total,	208

VII. PUPILS.

DAY SCHOOLS, 1892.

Whole number of pupils enrolled of all ages,	6,713
Average number pupils belonging,	5,379
Average daily attendance,	4,823
Per cent. of attendance,	89.6
Number of half-days' absence,	194,535
Number cases tardiness,	12,855
Number cases dismissal,	18,422
Number cases truancy reported by teachers,	191
Number cases corporal punishment,	911
Half-days' absence of teachers,	1,793
Number cases tardiness by teachers,	2 15
Number visits made the schools by the Superintendent,	483
Number visits made the schools by the School Committee,	777
Number visits made the schools by parents and others,	2,938

EVENING SCHOOLS, 1892.

Whole number pupils enrolled,	2,192
Average number belonging,	971
Average nightly attendance,	703
Per cent. of attendance,	72
Total nights' absence,	14,876
Number of cases tardiness,	1,161
Number visits by Superintendent,	21
Number visits by School Committee,	140

SCHOOL REPORT.

EVENING DRAWING SCHOOL, 1892.

Whole number pupils enrolled,	124
Average number belonging,	58
Average nightly attendance,	46
Per cent. of attendance,	78
Number visits made by the Superintendent,	3
Number visits made by School Committee,	3

COST OF INSTRUCTION PER SCHOLAR BY SCHOOLS.

In this connection the cost of instruction per scholar is based upon the average number belonging to each school during the year, and the amount expended for hire of teachers, fuel, care of school houses, books and supplies (except those furnished from the income of the Sylvia Ann Howland fund), the term "care of school houses" including only the salaries of janitors.

Elsewhere in the Report is given the cost, by departments, of each pupil, based on the average number belonging and the total amount expended for the maintenance of each department during the year. This last computation furnishes basis upon which tuition of non-residents will be collected.

TABLE 1. This table is computed, as in former Reports, on the items classified above.

The cost of maintenance of each scholar in the High school for the year has been,	
Grammar schools:	
Fifth Street,	\$26.28
Middle Street,	26.62
Parker Street,	22.74
Thompson Street,	23.74
Primary schools:	
Harrington Training,	\$ 22.31
Acushnet Avenue,	13.92

8 SCHOOL REPORT.

I. W. Benjamin,	\$ 16.03
Cedar Street,	19.07
Cedar Grove Street,	18.23
Cannonville,	26.85
Dartmouth Street,	16.22
Fourth Street,	17.77
Linden Street, Merrimac Street,	19.01 21.19
Maxfield Street,	19.81
William Street,	21.17
William Succes	21.11
Country schools:	
Acushnet,	833.92
Clarks Point,	27.06
North,	28.19
Plainville,	36.84
Rockdale,	28.09
Mill schools:	
North Mill,	\$36.4 6
South Mill,	34.51
Evening schools:	
Cedar Grove Street,	\$7.00
Fifth Street,	4.76
Merrimac Street,	6.39
Parker Street,	9.22
Thompson Street,	5.63
Evening Drawing,	14.82
The average cost of a	
Grammar school pupil was	824.09
Primary school pupil was	20.11
Country school pupil was	31.17
Mill school pupil was	35.52
Evening Elementary school pupil was	6.12
Evening Drawing school pupil was	14.82
2 0	
The average cost of a day school pupil was	\$22.7 9
	*

TABLE 2. The average cost per pupil, by departments, based on the average number belonging and total expenditures for each department, was as follows:

High school,	\$ 55.45
Grammar schools,	27.24
Primary schools,	21.13
Country schools,	34.76
Mill schools,	37.82
Evening Elementary schools,	6.12
Evening Drawing school,	14.82
Average cost of a day school pupil,	\$ 25.16
Average cost of an evening school pupil, including drawing school,	6.61

EXPENDITURES.

RECEIPTS.

General and special appropriations, as follows:

For teachers' salaries,		\$96,500.00
Incidentals (including salaries of officers		,
and janitors, books, supplies, fuel, etc.),		33,000.00
Repairs of buildings:		
General appropriation,	\$8,000.00	
Special appropriation,	2,000.00	10,000.00
Special appropriations brought forward from 1891, as follows:		
For enlargement of North school house,	\$ 1,200.00	
For new boiler and setting same, High school,	1,200.00	2,400.00
Total receipts,		\$ 141,900.00

PAYM	ENTS.
For teachers' salaries, As follows:	\$ 96,086.81
Day schools, Evening schools,	\$ 91,232.84 4,853.97
For incidentals, As follows:	33,191.41

Salaries of officers and janitors, day		
schools,	\$ 15,3 3 5.96	
Salaries of janitors, evening schools,	645.50	
Books and supplies,	4,164.02	
Fuel,	. 5,982.22	
Miscellaneous (including rent of School Committee rooms and private buildings for school purposes, lighting evening schools, heating apparatus, janitors' sup- plies, furniture, freight and carting, etc.,	7,363.71	
For repairs of buildings, alterations, and per-		
manent improvements,		\$ 12
Total,		8142
Summary:		
Receipts,	8 141,900.00	
Payments,	142,059,75	
Deficit for year		
Deficit for year,		1
DOG FUND.		
Balance, Jan. 1, 1892,	\$ 3,351.37	
Received, Feb., 1892,	1,274.42	84
Expenditures for 1892,		1.
Balance,		\$ 3
Received from non-resident pupils,	\$ 910.55	
" sale of books and supplies,	55.58	
" sale of stoves,	9.00	4

The above receipts, \$975.13, have been paid over City Treasurer and placed to account of unappropr funds.

The total amount expended for the schools for the 1892 exceeded that for 1891 by \$14,250.46, as follows:

Pay of teachers (increase),	\$ 9,944.05	
Repairs and alterations of buildings (increase),	5,802.60	\$15 .
Incidentals (decrease),		1.
Net increase,		\$14

REMARKS ON THE EXPENDITURES.

The increase of \$14,250.46 in the expenditures of the department is abnormally large and calls for an explanation. As stated in the Report last year, the fiscal year for the item "pay of teachers" for the year 1891 was thirtynine weeks; for 1892 it was forty-one weeks. As the pay-roll of day teachers is about \$2,250 per week, this accounts for \$4,500 of the increase. As was stated last year, this variation in the fiscal year on the item "pay of teachers" occurs but once in six years. The normal year is forty weeks. The whole increase in item "pay of teachers" for the year 1892, over that of 1891, was \$9,944.05; subtracting from this sum \$4,500 for the two extra weeks, leaves \$5,444.05 in the item "pay of teachers" which is chargeable to increase of salaries instituted two years ago and teachers who have been added to the corps owing to the increase in the number of pupils.

In the "incidental" account, the amount expended in 1891 was \$34,687.60; in 1892, the amount expended was \$33,191.41, or \$1,496.19 less. This decrease in the amount expended on account of incidentals in 1892 is to be accounted for by the fact that in 1891 the I. W. Benjamin school was furnished at an expense of \$3,000 and no large school house was furnished during 1892.

The account "repairs of buildings" was \$12,781.53 for 1892; for 1891 it was \$6,978.93, an increase of \$5,802.60. The large sum expended for repairs, including alterations, itemized, is as follows:

New boiler at High school and setting old one,	\$ 1,376.54
Renewing and altering sanitaries (one side),	676.89
New sanitaries at Fifth Street school, and expenses inci-	
dent to the change,	1,920.98
New sanitaries at Middle Street school, and expenses incident to the change,	2,022.06

Enlarging the North school to a two-room building,		
Building an additional re	et	street
school house attic,	626.0	
Total,	\$8,207.8	

The remaining \$4,573.73 were expended on the twenty-two school houses for ordinary repairs, such as carpenter work, painting, glazing, black-boards, etc.

It appears, therefore, that all alterations and permanent improvements on school houses in the city for the year, except the enlargement of the Cedar Grove Street school house, are included under item "repairs of buildings." It is customary in most cities to charge alterations and permanent improvements to a separate account from that of ordinary repairs. It is well that this be done, otherwise the cost of the schools for running expenses varies from year to year to a great degree and the statistics of the same are less valuable for comparison than they otherwise would be.

SYLVIA ANN HOWLAND EDUCATIONAL FUND.

Balance of income on hand, Jan. 1, 1892, Interest for the year,	\$280.36 3,000.00
Total credit,	\$ 3,280.36
Expenditures for the year,	2,968.38
Balance, Jan. 1, 1893,	\$ 311.98
Cost of books and supplies during 1892,	\$ 2,968.38
Cost of books and supplies in stock, Jan. 1, 1892,	137.05
	\$3 ,105.43
Cost of books and supplies charged to schools, 1892,	\$2,916.20
Cost of books and supplies in stock, 1893,	189.23
	\$ 3,105.43

Disbursements to the several schools, and otherwise, are as follows:

High school,			\$ 534.59
Fifth Street Gram	mar s	chool,	159.10
Middle Street '	•		223.83
Parker Street	•	**	274.29
Thompson Street '	•	"	148.12
Harrington Training	ng	"	100.81
Acushnet Avenue	Prima	ry schoo	l, 88.96
I. W. Benjamin	"	"	114.26
Cedar Street	"	44	77.43
Cedar Grove Steee	t "	**	109.40
Cannonville		"	18.68
Dartmouth Street			123.02
Fourth Street	66	44	58.13
Linden Street	66	44	60.80
Merrimac Street	66	66	33.35
Maxfield Street	"	**	32.55
William Street		"	50.66
Acushnet		44	37.95
Clarks Point		66	.75
North		"	3.79
Plainville		"	10.42
Rockdale		"	9.90
North Mill		64	16.43
South Mill		"	49.27
Care of musical in	strum	ents, etc.	335.85
Express and freigh	ıt.	,	66.78
Pedagogical librar			37.39
Manual training,	• 1		8.55
Covering books, et	c		129.14
Primary departme			2.00
Stock on hand, Jan		893.	189.23
•	, -	,	

\$3,105.43

DETAILED STATEMENT.

Outlay by the School Committee from the income of the Sylvia Ann Howland fund, from Jan. 1, 1892, to Jan. 1, 1898.

BOOKS AND PERIODICALS.

American Book Co.,	847.42
Boston School Supply Co.,	79.00

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SCHOOL REPORT.

·		
Educator, The,	\$21.25	
Educational Publishing Co.,	35.70	
Ginn & Company,	53.08	
Goldthwait, William M.,	3.40	
Hutchinson, H. S. & Co.,	103.66	
Houghton, Mittlin & Co.,	24.63	
Heath, D. C. & Co.,	32.42	
Inman, H. S.,	24.00	
Knowlton, D. H. & Co.,	2.80	
Lee and Shepard,	93.03	
Leach, Shewell & Sanborn,	9.83	
Lothrop, D. & Co.,	10.82	
Mason, Perry & Co.,	73.30	
Miller, Samuel E.,	49.50	
Silver, Burdett & Co.,	44.25	
Small, Willard,	9.00	
Schoenhof, Carl,	41.30	
Taber, Robert W.,	81.16	8 6
PEDAGOGICAL LIBRARY.		
Appleton, D. & Co.,	\$ 9.10	
American Book Co.,	14.92	
Hutchinson, H. S. & Co.,	6.00	
Hatch, Wm. E.,	5.00	
Kirkwood, L. J.,	.34	
Lee & Shepard,	.93	
Taber, Robert W.,	1.10	
MANUAL TRAINING.		
Bliss & Nye,	\$5.00	
Caproni, P. P.,	1.75	
Haskell & Tripp,	5.85	
Whiting, E. B. & Co.,	2.70	
MUSIC DEPARTMENT.		
Cinn & Company	000 70	
Ginn & Company,	\$28.50	
Peirce, George, Richter, George H. & Co.,	436.00	
Silver, Burdett & Co.,	14.85	
Silver, Burdett & Co.,	247.51	7
BINDING AND COVERING BOOKS.		
Gammons, Lottie M.,	822.20	
Gibbs, Elizabeth,	21.35	
Holden Patent Book Cover Co.,	250.95	
Hathaway, Lottie,	11.10	
Kane, D. J. & Bro.,	53.04	
•		

SCHOOL REPORT.						
Merrick, Emma J.,	\$ 19.15					
Perry, George S. & Co.,	27.00					
Potter, Hattie,	23.30					
Watrons, Joseph,	15.00					
Wing, Charles F.,	13.50	\$ 456.59				
PRIMARY DEPARTMENT.						
Anthony, E. & Sons,	\$ 4.50					
Hayes, N. P.,	82.50					
Hutchinson, H. S. & Co.,	.75					
Perry, George S. & Co.,	115.13	202.88				
APPARATUS.						
Bliss & Nye,	\$1.23					
Blake, James E.,	.50					
DeWolf & Vincent,	.24					
Eimer & Amend,	133.32					
Hathaway, Nathan,	1.10					
Hutchinson, H. S. & Co.,	3.50					
Haskins, Charles N.,	11.80					
Perry, George S. & Co.,	9.00					
Ritchie, E. S. & Sons,	4.65					
Richards, George D.,	9.45					
Sherman, C. R. & Son,	8.52					
Sherman, J. H.,	6.00					
Taber, Robert W.,	1.00					
Wright Drug Company,	3.90 .59	104.00				
Wood, Brightman & Co.,	.58	194.80				
EXPRESS AND FREIGHT. Allen's Express Co.,	8.25					
Gray, Charles A.,	9.60					
Hatch & Company,	32.05					
Jennings, William A.,	24.88	66.78				
MISCELLANEOUS.	21.00	00.70				
Boston School Supply Co.,	\$ 32.00					
Ellis, Leonard B.,	2.60					
Heath, D. C. & Co.,	14.93					
Hutchinson, H. S. & Co.,	.75					
Hammett, J. L.,	63.00					
Hayes, N. P.,	30.25					
Kane, D. J. & Bro.,	.50					
Lumbard, A. M.,	60.00					
McAllister, T. H.,	40.95					
Mason, Perry & Co.,	2.00					
· · · · · · · · · · · · · · · · · · ·						

Perry, George S. & Co.,	\$10 6.02	
Silver, Burdett & Co.,	33.60	
Taber, Robert W.,	14.25	
Taber, Charles & Co.,	27.38	8128.2
	,	

The expenditures from the income of the Sylvia Ani Howland fund are scrutinized with great care by the School Committee, and appropriations are made only fo such objects as appear to come under the terms of the bequest. Such bequests, however, must be interpreted lib erally, and it has so been ruled by the higher courts.

One of the heaviest items of expense annually in thi account is the cost of musical instruction in the schools This expense is met wholly from the income of the How land fund, except the salary of the special instructor because music is not required by the laws of the State to be taught in the schools. Pianos and organs for the vari ous schools are purchased from this fund and the care c the same paid from it. There are at present nine pianos and seventy-one organs in the schools. All the music book are bought from this fund. Reference books and books t supplement the various regular text-books, as well a illustrative apparatus of all kinds, are purchased from thi fund, and form the chief remaining items of outlay. No and then some small expenditure is made at which hyper critical persons are inclined to cavil, but there is very littl iust cause for criticism.

The Committee is never unmindful of its duty in admir istering this trust, and strive to carry out its provision legally and for the best interests of the schools.

TEXT-BOOKS AND SUPPLIES.

STATEMENT.

Cost of books and	supplies	purchased during 1892,
Cost of books and	supplies	in stock, Jan. 1, 1892,

\$4,164.0 1,431.8

\$5,595.{

Cost of books and supplies charged to schools in 1892,	\$3,962.20
Cost of books and supplies in stock, Jan. 1, 1893,	1,613.14
Cash receipts from sale of books and supplies,	20.57
	\$ 5,595.91

The cost in detail of books and supplies furnished the several schools for the year 1892, is as follows:

			Supplies.	Books.	Total.
High school,			\$ 467.32	\$ 170.28	\$ 637.60
Fifth Street Gramm	th Street Grammar school,			108.93	448.09
Middle Street "	"		262.95	203.27	466.22
Parker Street "	4.		281.31	405.67	686.98
Thompson St. "	"		162.11	106.63	268.74
Harrington Training	g "		97.72	26.67	124.39
Acushnet Avenue P	rimary	school,	60.52	43.57	104.09
l. W. Benjamin	• •		117.36	41.71	159.07
Cedar Street	"		60.91	30.55	91.46
Cedar Grove Street			79.48	20.33	99.81
Cannonville	66	"	16.87	2.40	19.27
Dartmouth Street	• 6	66	93.08	46.42	139.50
Fourth Street	66		56.22	55.82	112.04
Linden Street	"	66	41.64	19.38	61.02
Merrimac Street		66	30.00	9.07	39.07
Maxfield Street	"	"	30.43	9.98	40.41
William Street	"	"	32.49	28.16	60.65
North Mill		**	7.93	29.41	37.34
South Mill		"	5.85	9.70	15.55
Acushnet		"	18.74	19.58	38.32
Clarks Point			14.93	14.50	29.43
North		4.6	14.79	5.72	20.51
Plainville		66	12.56	6.13	18.69
Rockdale		"	15.98	18.21	34.19
Cedar Grove Street	Evenin	g "	8.30		8.30
Fifth Street	"	66	6.62		6.62
Merrimac Street	66		7.67	33.11	40.78
Parker Street	"	**	2.24	8.75	10.99
Thompson Street	46	"	5.17	13.12	18.29
Evening Drawing		**	111.49		111.49
Office Superintende	nt of S	chools,	13.29		13.29
			\$ 2,475.13	\$ 1,487.07	\$ 3,962.20

The average cost per pupil in the different departments of the schools, for books and supplies, has been as follows:

High school	ol,	\$ 1.73
Grammar s	schools,	1.17
Primary so	chools,	.33
Country so	chools,	.68
Mill school	18,	.57
Average fo	or day schools,	\$.6 9
"	Evening Elementary schools,	.09
"	Evening Drawing school,	1.91

The sum expended for books and supplies for the year 1892 was but \$54.17 more than for the year 1891, although there were more than three hundred additional pupils in the schools. The average cost per day pupil was sixty-nine cents, four cents less per pupil than for the preceding year; for an Evening Elementary school pupil, nine cents per pupil, or two cents per pupil less; for an Evening Drawing school pupil, eight cents a pupil more; but as there are but few pupils in the Evening Drawing school, the latter increase meant the expenditure of not more than five dollars in excess of the year before. The table above shows the expense per pupil in each department.

Under the free text-book system there is increased efficiency in the schools and a great saving of money. As the matter is now handled the cost is reduced to a minimum. The books and supplies are carefully distributed and preserved. The average life of a book in constant use is from three to five years. The length of time for which a book may be used varies both with the kind of usage and the size of the book.

Pupils, as a rule, take very good care of their books and utensils, and the teachers feel that it is part of their duty to guard against loss and waste. When the fact is recognized that for an expenditure of sixty-nine cents per pupil all the regular text-books, all the slates, paper, pens, ink, drawing material, etc., are supplied, it will be granted that economy and care are exercised in distribution and use. Pupils who lose or willfully destroy or deface their books are compelled to pay for them.

The law which compelled cities and towns to furnish free text-books and supplies to the pupils of the public schools has in its operation proved to be a wise and beneficent one.

SCHOOL HOUSES AND GROUNDS.

Some idea may be gained of the changes that have occurred in the schools of our city during the last thirty years from the one fact that while there are three times as many pupils in the city as there were thirty years ago and twice as many in the public schools, the number of buildings occupied by the public schools is exactly the same now as then, namely, twenty-two.

Three times as many pupils in the city, the same number of school houses,—in this fact alone is revealed great changes. Had the same policy been pursued during the last thirty years as before that time, and no pupils had been withdrawn into parochial schools, the city would now be supporting sixty-six school houses instead of twenty-two; and yet the question is sometimes asked, "Why does it require so much more to care for the school houses of the city to-day than it did thirty years ago?"

One who asks such a question cannot be aware that while the twenty-two school buildings owned by the city thirty years ago contained only about eighty rooms, those of to-day contain one hundred fifty-two rooms. Neither can he know that in the present buildings are housed more

than twice as many pupils; that while the majority of the former buildings were cramped in all their appointments, the modern ones are roomy, having broad hallways, wide stairways, easy of ascent, as well as more of them; that they are equipped with better systems of heating and ventilating; that they are better lighted, and furnished with many things that preserve the health of teachers and pupils and add to their comfort.

When all these things are considered, the question, Why is the cost of maintenance so much greater? answers itself. For every added convenience and comfort costs, whether in the home or the school. Good sidewalks, good streets, sewers, and all the other things that add to public convenience and safety cost much to construct and maintain; but they are considered absolutely necessary to the welfare and prosperity of modern civilized communities. And the modern school houses, if they do cost more to put up and maintain than those of the old style, are now considered necessary to the health and comfort of the children of the community.

It is true, however, that the chief points to be considered in building new school houses are: First, that the sites chosen for them be dry and healthful, and, if possible, have pleasant surroundings; second, that the buildings be substantial and safe structures, well-lighted and properly heated and ventilated. Safety and convenience should never be sacrificed to ornamentation. Certainly money should not be expended in building school houses elaborate in design, if the school department is to be cramped thereby in its expenditures for the more essential matter of instruction.

The present condition of the school houses of the city is in the main good. The Fourth street and William street buildings are the most unsuitable of any. The Fourth street building and the Acushnet avenue building, which furnish accommodations for pupils of adjoining districts, are also too small to meet the demands made upon them. For the past year two basement rooms have been occupied in the Acushnet Avenue school and a class of thirty-five has been located in one of the corridors. An eight or tenroom building located on the Fourth street lot would relieve the present undesirable condition of affairs in the Fourth Street school and in the Acushnet Avenue school.

Upon the completion of the new building on the Kempton street lot, the pupils will be transferred to it from the William Street school and that building can be abandoned or remodeled for other purposes. As the School Committee rooms and the offices of the Superintendent of Schools are now located in a rented building, the lease of which expires in another year, it might be advisable either to alter over the William street building for school offices or remove the present building and build a new one upon the lot for that purpose.

The school houses in the south part of the city are now taxed nearly to their capacity. If another room is finished off in the attic of the Dartmouth street building this summer, the demands may be met for a year longer in this section of the city, as there is a vacant room in the third story of the Thompson street building and a portion of the hall in the I. W. Benjamin school is not yet in use.

An addition is being put on the Cedar Grove Street school house which will make it a fifteen-room building, the largest in the city. Its completion will permit a readjustment of the schools in the north part of the city and the surrender of the store and church which have been rented for some time. The building is to be heated and ventilated by the Fuller-Warren system, which, although it was not the choice of the School Committee, is said to do effective work. It certainly should, for it is very expensive and requires a great deal of space.

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The North school has been enlarged from a one-room to a two-room building, and the whole building is now heated by a furnace. Also a room was built in the third story of the Dartmouth Street school. New sanitaries of the Smead patent have been placed in the Fifth Street and the Middle Street school houses. These latter changes were costly to make but were necessary, and the systems in operation meet with the approval of the Board of Health.

Several of the school yards have been covered with stone screenings, as recommended in the Report last year making them much more suitable for play grounds. On hundred shade trees have been set out about the school grounds and the surroundings of several of the school houses made attractive in different ways.

The school buildings require a considerable outlay each year in ordinary repairs and refurnishing. The usua amount has been done during the past year, and over al such expenditures the Committee exercises a careful over sight.

For the various sub-committees.

WM. E. HATCH, Secretary.

IN SCHOOL COMMITTEE,

December 29, 1892.

On motion of Mr. Godfrey:

Voted unanimously, That the thanks of this Board are hereby tendered to his Honor, the Mayor, for his uniform courtesy and kindly intentions manifested toward this Board during his administration.

On motion of Mr. Tompkins:

Voted unanimously, That the thanks of this Board are due and are hereby tendered to the Vice-Chairman, William H. Pitman, for his courtesy as presiding officer and his prompt attendance at all meetings.

On motion of Mr. Sayer:

Voted unanimously. That the thanks of this Board are due and are hereby tendered to our Secretary and Superintendent, William E. Hatch, not only for his uniform courtesy and kindness to this Board, but for his interest manifested in our schools. No obstacle seems too great for him when he can advance the interests of the department.

HIGH SCHOOL GRADUATION EXERCIS

No graduation exercises were held this year, schools were closed two weeks earlier than usual, to the prevalence in the city of dangerous epidem eases.

GRADUATES, 1892.

RECIPIENTS OF DIPLOMAS.

Zenas Marston Briggs, Charles Frank Connor, Theodore Chadwick Gifford, Arthur Iugraham, Winthrop Curtis Knowles, James Sherwood McIntyre, Mark Henry McIntyre, Jr., George Washington Paine, Jr., Frederick Talcott Roach, Frederick James Russell, John Rudolph Thuman, Benjamin Clark Tripp, Annie Seabury Allen, Mary Abby Allen, Sophie Thomas Anthony, Lucia Ella Bliss, Leona May Bosworth, Della May Butler, Susan Elizabeth Rodman Butts,

Bertha Frederick Carl, Abbie Maria Church, Lottie Taber Cole, Mabel Lawrence Davis, Florence Evelyn Farwell, Susan Rawson Gardiner. Lizzie Dexter Hicks, Alice Frank Howland, Margaret Estelle Howland, Ruth Emily Howland, Lydia Hathaway Hunt, Etta Francis Lawrence, Jennie Stowell Lewis, Allie Whitfield Omey, Maud Elizabeth Palmer. Nellie Bradford Tillson, Mary Lothrop Webster, Mattie Ellen Williams, Martha White Wood.

RECIPIENT OF CERTIFICATE.

Leroy Franklin Bliss.

NEW BEDFORD PUBLIC SCHOOLS.

RATES OF TUITION FOR NON-RESIDENT PUPILS, 1893.

_	First Term.	Second Term.	Third Term.	For the Year.
High school,	\$ 19.40	8 13.87	822.18	\$ 55.45
Grammar schools.	9.53	6.81	10.90	27.24
Primary schools.	7.40	5.28	8.45	21.13
Ungraded achools.	12.17	8.69	13.90	34.75
Evening Drawing school,	1			14.82

RULES GOVERNING TEACHERS' SALARIES.

	Maximum.	Minimum
Principal of High school,	\$2,750	
Sub-master of "	1,600	
Teacher of science of "	1,500	
Lady assistants of "	900	865 0
Teacher of drawing and assistant in l	English at	
High school,	_	650
Military instructor of High school,	300	
Principals of grammar schools,	1,900	
Assistants of grammar schools,	600	425
Principals of primary schools,	600 to 775	
Assistants of primary schools,	550	375
Principal of Training school,	1,300	
Assistant principal of Training school.	850	
Seniors in Training school,	4 per we	eck.
Juniors in Training school,	3	
Ungraded schools,	525 to 700	
Principals of evening schools,	3 per nig	ght.
Assistants of evening schools,	1.374 "	-
Supervisor of drawing in grammar and	l primary	
schools,	1,200	
Supervisor of music.	1,700	
Teacher of sewing,	550	
Assistants at the rate of	491	

The salary of a primary school principal of a four-room building is \$600 per year, which is increased at the rate of \$25 for each additional room.

The salaries of assistant teachers in the High school are increased at the rate of \$50 per year until the maximum is reached.

The minimum yearly salary of a grammar school assistant is fixed at \$425, and the yearly advance is \$25 per year until a yearly salary of \$500 is reached; the annual increase is then \$50 per annum until the maximum (\$600) is reached.

The minimum yearly salary of a primary school assistant is fixed at \$375, and the yearly advance is \$25 per year until a yearly salary of \$450 is reached; the annual increase is then \$50 per annum until the maximum (\$550) is reached.

DEPARTMENT OF PUBLIC SCHOOLS.

BRIEF DESCRIPTION OF THE SCHOOL HOUSES, WITH THEIR ACCOMMODATIONS AND CONDITIONS.

schools.	Material.	No. of Stories.	No. of School Rooms.	of Recitation	No. of Assembly Halls.	No. of Seats.	CONDITION.
Acushnet Avenue,	Brick.	2	8		 	427	Good.
2 Acushnet,	Wood.	2	3		: !	114	Good.
³ I. W. Benjamin,	Brick.	2 2 3 2 1 2 3	10		1,	537	Good.
('edar Street,	Wood.	2	6			287	Good. [enlarged.
i edar Grove Street,	Brick.	3	8		'	406	Good. Is being
6 Cannonville,	Wood.	2	2		1 '	82	Fair.
Clarks Point,	Wood.	1		1	١ :		Fair.
8 Dartmouth Street,	Wood.	2	7			341	Good.
9 Fifth Street,	Brick.	3	10	:	1.	490	Good.
10 Fourth Street,	Wood.	3	6		1 (297	Old and poor.
ll, High,	Brick.	3	9	1 4	1 !	407	Good.
12 Harrington Training,	Brick.	3	8		1		Good.
l3 Linden Street,	Wood.	2	4			232	Fair.
14 Middle Street,	Brick.	3	9	1	1	419	Good.
15 Merrimac Street,	Brick.	3 2 2	6			255	Good.
16 Maxfield Street.	Brick.		4		'		Good.
17\North.	Wood.	1	2	i	1 1		Good.
18/Parker Street.	Brick.	3	12	1	1	568	Good.
¹⁹ Plainville,	Wood.	. 1	1			28	Fair.
WRockdale,	Wood.	1	2			55	Good.
²¹ Thompson Street.	Brick.	- 3	9	ı	j l		Good.
22 William Street,	Wood.	2	4	i		181	Old and poor.

DEPARTMENT OF PUBLIC SCHOOLS.

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REPORT FOR YEAR NAME OF SCHOOL. Enryent for the formar. Fifth Street Grammar. 52 Middle " " 48 Fourth Street " " 66 Fourth Street " " 66 Fourth Street " 28 Fourth Street " 29 Fourth Street " 29 Maxfield Street " 20 Max	Ç	JANU																										
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REPORT FOR Y. NAME OF SCHOOL. Fifth Street Grammar, Fifth Street Grammar, Middle " " Parker " Parker " Thompson" " I Marrington Training, Acushnet Ave. Primary. I. W. Benjamin " Cedar Street " Cannonville " Fourth Street " Maxfield Street " Morth, Plainville, Rockdale, North, North, North, Mill,	ELA		Total Enroll- ment for Year.	507	523	2	999	197	365	09 †	Ţ.	287	ğ	2	342	687 7	808	147	318	172	87	- 97	8	25	77	33	116	114
, , , , , , , , , , , , , , , , , , , ,	a a	FOR	NAME OF SCHOOL.	1 High,		3 Middle "	+ Parker	5 Thompson"	6 Harrington Training,	7 Acushnet Ave. Primary.	8 I. W. Benjamin **	9 Cedar Street	0 Cedar Grove St. "	1 Cannonville "	Dartmo	Fourth	Linden	5 Merrimac Street "			Thompson		Clarks	1 North,	2 Plainville,	3 Rockdale,		5 South Mill,

EVENING SCHOOLS.

REPORT FOR THE YEAR BEGINNING JANUARY 4, ENDING DECEMBER 23, 1892.

NAME OF SCHOOL.	Total Enroll-ment for Year. Average No. Belonging. A tendance. Nightly Average Per cent. of Attendance. Total Nights' Absence. No. Cases of Tardiness. No. Visits by Superintendent. No. Visits by	Members Com. 11
Cedar Grove Street Evening,	514 215 255 72.1 3,665 352 11 87	7
Fifth Street "	586 332 140 72.2 5,060 531 4 9)
Merrimac Street "	406 149.2 105.6 78.5 1.536 121 4 16	3
Parker Street "	218 100.2 77.6 76.4 1.201 61 4 19)
Thompson Street "	468 174.9 124.9 71.4 3,414 96 4 9	•
	2192 971.3 703.1 72.3 14,876 1,161 27 14	F0
Evening Drawing,	124 58.2 45.5 78.2	3

CALENDAR, 1893.

Winter term begins Jan. 9, 1893; ends April 14, 1893. Summer term begins April 24, 1893; ends June 30, 1893. Fall term begins Sept. 5, 1893; ends Dec. 22, 1893.

VACATIONS.

April 15, 1893, to April 23, 1893. July 1, 1893, to Sept. 4, 1893. Dec. 23, 1893, to Jan. 7, 1894.

HOLIDAYS.

Every Saturday; Washington's Birthday; Fast Day; Memorial Day; Labor Day; from Wednesday noon before Thanksgiving, the remainder of the week.

SCHOOL SESSIONS.

From March 1 to November 1, 9 A. M. to 11.30 A. M., and 2 P. M. to 4 P. M., in the grammar schools; 9 A. M. to 12 M., and 2 P. M. to 4 P. M., in the primary schools.

From November 1 to March 1, the afternoon sessions are from 1.30 o'clock to 3.30 o'clock, in the grammar and primary schools.

High school, 8.30 A. M. to 1.30 P. M., during the whole year.

The signal 22 (that is, two strokes, an interval, and the two strokes repeated) sounded on the fire alarm at 8.15 A. M. will indicate no school in the primary and grammar grades and the Acushnet school in the forenoon. The same signal sounded at 12.45 P. M. will indicate no school in the primary and grammar grades and the Acushnet school in the afternoon. If the signal is sounded at 8.15 A. M. and not repeated at 12.45 P. M., there will be a school session in the afternoon. This regulation does not apply to the High school or to the country schools except the Acushnet school.

SCHOOL BOARD, 1892.

CHARLES S. ASHLEY, Mayor, Chairman, ex-officio.

WILLIAM H. PITMAN, Vice-Chairnan.

WILLIAM E. HATCH, Secretary and Superintendent.

WILLIAM G. KIRSCHBAUM, President of Common Council, ex-officio.

Ward 1-John H. Lowe, Luther G. Hewins, Jr., Anna R. Borden.

Ward 2—Isaac B. Tompkins, Jr., Frank A. Milliken, Thomas Mack.

Ward 3-William R. Channing, William H. Pitman, Stephen H. Shepherd.

Ward 4-William E. Brownell, Seth W. Godfrey, George H. Dunbar.

Ward 5-Jonathan Howland, Jr., William L. Sayer, Fred. A. Bradford.

Ward 6-Betsey B. Winslow, Francis M. Kennedy, Thomas Donaghy, Jr.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

- On High School.—Dunbar, Miss Winslow, Mrs. Borden, Pitman, Tompkins, Shepherd, Mack, Hewins.
- On Grammar Schools—Tompkins, Pitman, Howland, Bradford, Dunbar, Mrs. Borden, Lowe, Sayer, Milliken.
- On Primary Schools—Shepherd, Pitman, Tompkins, Miss Winslow, Hewins, Kennedy, Godfrey, Channing, Mrs. Borden.
- On Country Schools—Lowe, Donaghy, Mack, Hewins, Brownell, Channing.
- On Training School—Pitman, Hewins, Kennedy, Milliken, Sayer, Channing, Brownell.
- On Truants—Donaghy, Kennedy, Bradford, Godfrey, Sayer, Milliken.
- On Mill Schools—Mrs. Borden, Howland, Lowe, Donaghy, Bradford, Godfrey, Brownell.
- On Evening Schools—Kennedy, Lowe, Mack, Donaghy, Godfrey, Milliken, Channing.
- On Music-Bradford, Sayer, Milliken, Godfrey, Shepherd, Brownell.
- On Manual Training—Sayer, Miss Winslow, Donaghy, Dunbar, Mack, Godfrey, Kennedy, Mrs. Borden, Hewins.
- On Examination of Teachers—Dunbar, Kennedy, Miss Winslow, Mrs. Borden, Hewins, Pitman.
- On Text-Books-Pitman, Kennedy, Mack, Milliken, Sayer, Brownell.
- On Expenditures—Howland, Tompkins, Pitman, Bradford, Mack, Lowe, Donaghy, Shepherd, Kirschbaum.
- On Howland Fund—Howland, Tompkins, Dunbar, Pitman, Bradford, Kennedy, Shepherd, Kirschbaum.
- On Rules-Pitman, Dunbar, Howland, Tompkins.
- On Pay-Rolls-Tompkins, Howland, Mack.

SCHOOL BOARD, 1893.

JETHRO C. BROCK, Mayor, Chairman, ex-officio.

WILLIAM H. PITMAN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent. Office Hours, 8½ to 9 A. M., 12½ to 1 P. M. Saturdays, 9 to 9½ A. M.

SAMUEL C. HART, President of Common Council, ex-officio. Regular meetings of the Board, first Monday of each month, at 7.30 P. M.

WARD ONE.

	WARD ONE.					
Name. Anna R. Borden,	Place of Business.	Residence. Ashland and Austin sts.				
John H. Lowe,	925 Acushnet avenue,	931 Acushnet avenue.				
Lewis E. Bentley,	Bennett Mill.	40 Bowditch street.				
,						
	WARD TWO.					
Edward T. Tucker,	285 Pleasant street,	285 Pleasant street.				
Isaac B. Tompkins, Jr.	•	691 County street.				
Frank A. Milliken,	43 William street,	290 Pleasant street.				
	WARD THREE.					
Stephen H. Shepherd,	Standard Office,	84 Maxfield street.				
William R. Channing,	illiam R. Channing, 192 Union street,					
William H. Pitman,	x,60 Chestnut street.					
	WARD FOUR.					
George H. Dunbar,		179 William street.				
William E. Brownell,	271 Union street,	271 Union street.				
Seth W. Godfrey,		17 Bethel street.				
	WARD FIVE.					
Robert W. Taber,	Purchase and High sts.,	48 Fifth street.				
Jonathan Howland, Jr.		54 Russell street.				
William L. Sayer,	Mercury Office,	76 So. Sixth street.				
	WARD SIX.					
Joseph C. Pothier,	246 Fourth street,	246 Fourth street.				
Betsey B. Winslow,	,	315 County street.				
Francis M. Kennedy,	Eddy Building,	91 Washington street.				
EMMA	M. ALMY, Superintende	ent's Clerk.				

EMMA M. ALMY, Superintendent's Clerk.

HENRY SMITH, Truant Officer, 372 Cottage street. Office Hours, 121 to 1 P. M.; Saturdays, 9 to 91 A. M.

GEORGE K. DAMMON, Assistant Truant Officer, 137 Smith street.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

The first named on each standing committee is Chairman of the same.

- On High School—Pitman, Dunbar, Miss Winslow, Mrs. Borden, Tomple ins, Shepherd, Sayer, Howland.
- On Grammar Schools -Tompkins, Pitman, Howland, Dunbar, Mrs.
- On Primary Schools—Shepherd, Pitman, Tompkins, Miss Winslow, ennedy, Godfrey, Channing, Mrs. Borden, Tucker.
 - On Country Schools-Lowe, Brownell, Taber, Bentley, Pothier, Tucker.
- On Training School—Pitman, Kennedy, Milliken, Sayer, Channing, Frownell, Miss Winslow.
 - On Truants-Godfrey, Channing, Milliken, Pothier, Bentley.
- On Mill Schools—Mrs. Borden, Howland, Lowe, Godfrey, Brownell, Esentley.
- On Evening Schools-Kennedy, Lowe, Godfrey, Milliken, Channing, Tucker, Bentley.
 - On Music-Milliken, Godfrey, Shepherd, Brownell, Taber, Pothier.
- On Manual Training—Sayer, Miss Winslow, Dunbar, Godfrey, Kenlacky, Mrs. Borden, Tucker, Pothier.
- On Examination of Teachers—Dunbar, Kennedy, Miss Winslow, Mrs. Borden, Pitman, Tucker, Brownell.
 - On Text-Books-Pitman, Kennedy, Milliken, Sayer, Brownell, Taber.
- On Expenditures—Howland, Tompkins, Pitman, Lowe, Shepherd, Kennedy, Milliken, Taber, Hart.
- On Howland Fund—Howland, Tompkins, Pitman, Dunbar, Kennedy, Shepherd, Taber, Hart.
 - On Rules-Pitman, Dunbar, Howland, Tompkins.
 - On Pay-Rolls-Tompkins, Howland, Taber.

In Memoriam.

ELIZABETH W. STANTON, DIED, MAY 17, 1892.

Mrs. Stanton had served as a member of the Scho Board for ten years, and at the time of her death had unexpired term of two years to serve.

The following resolutions were passed by the Sche Board in testimony of the worth and services of their c league:

The School Board is again called upon to record 1 loss of a tried and valued member through the interpction of the Divine will.

In the death of Mrs. Elizabeth W. Stanton this Box is deprived of the counsels of one who was actuated by conscientious endeavor to serve, with honor and fideli the public who had repeatedly chosen her as one of representatives to conduct a most sacred trust.

Although possessed of a character framed on stro convictions, her opinions were always advanced with a modesty of one who recognizes the fallibility of hum judgment. And in all her relations with the membor of the Board she commanded their highest respect a esteem.

Mrs. Stanton was ever mindful of all the interests of 1 schools, but she considered most wisely that the welfa of the children was paramount to all other conside tions.

The heartfelt sympathy of this Board is extended the bereaved husband and children of the deceased their great trial.

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ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1892.

Report of the Superintendent.

To the School Committee:

Ladies and Gentlemen,—I hereby submit to you my fifth annual Report. It is the thirty-second of the series of Annual Reports of the Superintendent of Schools of the city. By a vote of your Board, this Report, together with that of the Secretary, is to constitute the Annual Report of the School Committee.

These annual reports, which contain certain facts concerning the condition of the schools, which portray in a measure the line of work they are doing, and, perhaps, include some suggestions as to needed improvements, appear to vary but little from year to year. In each last Report, as a rule, no startling change is shown to have occurred since the preceding one was issued, either in the general administration of the schools, or in the studies pursued in them, or in the methods of discipline and instruction. But an examination of any number of these Reports extending over a series of years reveals that forces have been at work constantly in the schools that either make or mar, just as in all the other spheres of life. The changes that were made from time to time were so slight, or so subtle, that they attracted, perhaps, little or no attention while they were being made, but the result as shown at the last is a marked change from previous condition.

Since the first Annual Report of the first Superintendent of Schools in this city was issued, changes so great have occurred in every department of the schools, that had he foretold them at the time he wrote, he would have been considered a visionary and a dreamer. The school buildings of thirty years ago, with their faulty arrangements, their poor methods of heating and ventilating, neither well lighted nor attractive, have been almost wholly superseded by far superior ones. New branches of study have been introduced, and now the training of the hand is linked to the development of the mind. Books and illustrative apparatus embodying the best thought of the day are free to the hand of every pupil. Teachers are required to be better prepared for their profession by a wider range of study and by special training. The methods employed in instruction are more rational, for they are based on principles that take into consideration to a greater extent than formerly the laws that govern mental growth and development.

Whatever may be said in favor of, or against these changes that have taken place in the schools, they have come by the will of the people, acting through their proper representatives. The mainspring of action that has produced them has been the belief that they were necessary to the welfare of the children, and to enable them to go forth from the school room well equipped to meet the rapidly varying conditions of the life of this generation.

The demands for greater security to life and health, for higher skill in dealing with the forces and materials of the physical world, for more of the comforts and conveniences of life for all persons while pursuing their daily vocations,—all of which exist in every other pursuit of life,—could not fail to seek recognition in the schools. They have found such recognition, and the result is z

large increase in the cost of educating each pupil as compared with that of thirty years ago.

Many are inclined to cavil at the increased expenditures and at the same time assert that the results now obtained by the schools are not commensurate with their greater cost. Whether the schools furnish more or less in proportion to the amount expended upon them than in a former generation is a most difficult thing to prove. The question furnishes a social problem that would require an immense amount of research before any just conclusions could be drawn. I doubt if it is possible at present to arrive at a satisfactory conclusion; that will be the province of future historians.

But it is safe to say that at no period of their existence have the schools of this country had more or a higher order of intelligence applied to their administration. Nor has there ever been a time in their history when they have been watched more closely by their critics. That they contain elements of weakness, their friends do not deny; but that they are accomplishing a useful and a noble work, they also claim. Their friends also feel that they are giving a grand return to the country for the amount expended upon them, even if it is greatly in excess of what was spent upon them per capita a generation ago. They will cost more in the future, rather than less, because they are yet to project their lines of development to meet the conditions of life of the age, which has not yet reached its highest extension. The demands of the schools will be met by the people with the same spirit in the future as in the past, and it will be the care of these their guardians, that they continue to furnish that for which they were organized.

The year just closed has been productive of some important changes and improvements in our schools, and a review of the whole field of work is quite satisfactory. This, too, notwithstanding the fact that there was an unusual amount of absence by pupils in the late spring and early summer on account of the prevalence of dangerous epidemic diseases, and that the schools were closed two weeks earlier than usual for the same cause.

The improvements that have been made or begun are on several different lines: Two school buildings are being enlarged, and a beautiful new building is being erected on Pleasant street, which is to accommodate the primary pupils now housed in the William Street school house, and is to furnish quarters for a cooking school and school in wood-working. The sanitaries in two of the large grammar school houses have been replaced by modern and most excellent systems, which are very effective in operation. The department of drawing has received a new impulse and the good results are already being felt; while some changes have been instituted in the course of study which will bring the instruction more in line with modern ideas. There are also other changes under consideration, which, if carried into effect, it is hoped and expected will prove a substantial benefit to the schools.

That which is the crying need, not only of our schools but of all others, is a sufficient supply of teachers possessing the knowledge to instruct intelligently in the many branches now required to be taught,—teachers imbued with the true teaching spirit, who are neither time-servers nor pedants; teachers who see in their pupils subjects for study and who realize that the duty of the teacher lies not simply in instilling facts into untutored minds, but in developing their pupils mentally, morally, and physically, in such a manner that in the future the powers with which these pupils were endowed may approximate at least the inherent possibilities of their natures.

ENROLLMENT AND ATTENDANCE OF PUPILS.

The reports for the year show a continued and large growth in the public schools, confined almost entirely, however, to the primary grades. An abnormal growth is reported also by the parochial schools. The main statistics of attendance in all the schools of the city for the past two years are given for the purpose of comparison:

PUBLIC SCHOOLS.

	1892.	1891.	Gain.
Enrollment,	6,713	6,383	330
Average number belonging,	5,379	5,024	355
Average daily attendance,	4,822	4,521	301
Per cent. of attendance,	90	89.6	.4

PRIVATE AND PAROCHIAL SCHOOLS.

	1892.	1891.	Gain.
Enrollment,	3,248	2,302	946
Average number belonging,	2,821	2,017	804
Average daily attendance,	2.430	1,855	575
Per cent. of attendance.	86	92	Loss, 6

PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS.

	1892.	1891.	Gain.
Enrollment,	9,961	8,685	1,276
Average number belonging,	8,200	7,041	1,159
Average daily attendance,	7,252	6,376	876
Per cent. of attendance,	88	90.8	Loss, 2.8

These statistics have been compiled from the returns made to me by the teachers of the private, parochial, and public schools. The reports from the public schools I know are substantially correct. While I believe that those from the other schools are intended to be correct, I am satisfied from the census returns of children of school age in the city that there is no such number of different pupils in attendance upon the schools of the city as reported.

Undoubtedly many pupils are reported twice, as many are constantly shifting back and forth between the parochial and the public schools.

The census officers reported 8,605 children between the ages of five and fifteen years as residing in the city last May. Of this number 5,163 were reported as attending the public schools, 2,300 as attending private and parochial schools, and 1,142 as attending no school. Those who are reported as attending no school are children between five and eight years of age who are not compelled by law to attend school, and those between fourteen and fifteen who are at work. The reports from the schools would indicate that nearly all the pupils reported by the census officers as not attending any school had been absorbed in the schools. This would be contrary to all precedent, and I cannot believe it to be the case.

The schools reporting the greatest gains are the two French parochial schools, the Sacred Heart and the St. Hyacinthe. The first reports an average number of 1,235 pupils belonging and a gain of 515 pupils; the second reports an average of 272 pupils belonging, a gain of 157. The St. Hyacinthe school has never been approved by the School Committee.

The public schools, while making large gains, did not make so great a gain as the year before by sixty pupils. This, however, was to be expected, as the census officers did not report so great a gain of pupils between the ages of five and fifteen this year as last by 344 children. The per cent. of daily attendance was a fraction less than the year before. It is not satisfactory. The cases of tardiness by pupils were somewhat less, but the dismissals were many more. There are by far too many of both for the good of the schools.

The cases of absence by teachers were doubled and the cases of tardiness were almost doubled. The causes of

Ebsences of teachers may be classed under three heads: First, personal sickness; second, sickness in family and personal demands; third, leave of absence for purposes of improvement by travel or study. The large increase the past year was due chiefly to the last cause. The number of cases of tardiness by teachers is altogether too large and, I am sure, in many cases could have been avoided and should have been, for the sake of example to pupils, if for no other reason.

A detailed statement of attendance and other items of interest are given by schools in a table preceding the Report of the Superintendent.

TRUANCY.

The number of cases of truancy reported by the teachers is 197 for the year, or six more than last year. The truant officer reports but eighty-four cases investigated that he classifies as truancy. I can account for this discrepancy in the reports in one way only, that in many cases of truancy the truant returns to school before the case is investigated by the truant officer, and therefore does not appear on his list.

Truancy of course is chiefly confined to a class of pupils who have little or no home control or guidance. Where the out-of-school life of a truant is investigated by the officer or teacher, it is usually discovered that he is upon the street late and early, and that his habits are vicious in many respects. The unchecked truant usually becomes a criminal, for that within him which leads him to defy the school authorities is very apt to cause him to break the criminal statutes.

There have been seven commitments during the year, and there are at present in the Union Truant school thirteen truants from this city. One disobedient girl was

SUPERINTENDENT'S REPORT.

44

sentenced to the State Primary school. The reports of the truant officers give in detail their work for the year.

TRUANT OFFICER'S REPORT.

Schools visited,	1,297
Absences reported by teachers,	724
Absences without permission of parents,	84
Second offences,	30
Third offences,	19
Parents notified,	805
Arrests,	12
Prosecutions,	12
On probation,	1
Sentenced to Truant school,	6
Sentenced to State Primary school,	1
Taken to school from street,	21
Visits to mills,	65
Violations of labor law,	21

HENRY SMITH, Truant Officer.

ASSISTANT TRUANT OFFICER'S REPORT.

Schools visited,	461
Families visited,	27
Cases of absences investigated from evening schools,	893
Number visits to mills and mercantile establishments,	1,019
Violations of labor law,	29

GEORGE K. DAMMON, Assistant Truant Officer.

COMPULSORY SCHOOL LAWS AND EMPLOY-MENT CERTIFICATES.

The statutes that relate to school attendance and the employment of minors, in this State, are comprehensive and rigid. They are made for the purpose of reducing ignorance and illiteracy on the one hand, and, on the other, to secure to every child under fourteen years of age who resides within the borders of Massachusetts the advantages of a common school education. These statutes cause

sorme individual hardship, but are made in the general interests of the community. In manufacturing centres like New Bedford the proper enforcement of these laws is difficult because there is a larger proportion of that class of people who try to avoid them than in other cities. Upon the School Committee and their executive officers rests the responsibility of enforcing these laws. If there were none except public schools, no trouble would be experienced in enforcing them. But with a large number of pupils in attendance upon private and parochial schools there is difficulty in enforcing them equably and justly.

Without going into the details of this matter, it is sufficient for me to state here that, owing to the fact that only two of the private schools in the city have ever been approved by the School Committee, I am compelled to refuse certificates to pupils from those schools that are not approved when they desire to work. I am satisfied that certificates have been issued to some who under the law were not entitled to them. Again, as the matter now stands, the laws of attendance are enforced unequally, the pupils who attend the public schools being held strictly to account, while those attending other schools are not, for I have no means of ascertaining definitely whether pupils who attend the latter schools have complied with the laws or not.

I respectfully submit these matters to the consideration of the School Committee with the hope that they will receive its early attention.

I have treated the subject of employment laws and certificates quite fully in previous reports, giving the laws and explaining their operation. I do not propose to do so this year. That some idea may be given of the varied character of our population and of the amount of time that is given to issuing these certificates, I give certain facts that are interesting:

SUPERINTENDENT'S REPORT.

Number of certificates issued,	
For the first time,	673
Duplicates,	25
Birthplace of those to whom certificates were issued:	
United States,	276
Canada,	162
England,	85
Portuguese colonies,	78
Germany,	21
Ireland,	19
Russia,	13
Scotland,	10
Prince Edward Islands,	5
France,	3
Wales,	1

Of those born in the United States nearly all wer foreign-born parentage. The parents of 273 of t children could not sign their own names. Many of children to whom certificates were issued could not in English, and a number could neither read nor writ any language. Certificates are issued only to per under sixteen years of age and over fourteen, when have been to school thirty weeks since they were thirt provided they have resided in the city or town one y The following is the form of certificate that is issued. duplicate of each certificate issued is kept on file in office.

AGE AND SCHOOLING CERTIFICATE.

LAW OF 1888.

This Cer	rifies, That I am the	of
and that	was born at	in the county of
State of		on the
is now	old.	Signature,
Date	189 .	City of New Bedford, 1
Then per		ore me, the above named le oath that the foregoing certifica
signed	is true to the best of	knowledge and belief.

I hereby approve the foregoing certificate of

height, complexion, hair, having no sufficient reason to doubt that is of the age therein certified; (and I hereby certify that can read at sight, and can write legibly simple sentences in the English language, and that has attended the public day school according to law for weeks during the year next preceding this date, and

that the last thirty weeks of such attendance began)

This certificate expires

Signature, Official authority,

Supt. Schools. City of New Bedford, Mass.

Date.

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An Act in relation to the Age and Schooling Certificates of Children employed in Factories, Workshops, and Mercantile Establishments.

SECTION 1. This certificate belongs to the person in whose behalf it has been drawn, and it shall be surrendered to him (or her) whenever he (or she) leaves the service of the corporation or employer holding the same; and any such corporation or employer refusing to so deliver the same shall be punished by a fine of ten dollars.

SECTION 2. Any corporation or employer holding any age or schooling certificate, enumerated in section four of chapter three hundred and forty-eight of the acts of the year eighteen hundred eighty-eight, and refusing to deliver the same to the person in whose behalf it has been drawn, when such person shall leave the employ of said corporation or employer, shall be punished by a fine of ten dollars.

PRIMARY SCHOOLS.

The gain in the average number of pupils belonging in these schools for the year was 365. There were six teachers added to the primary corps of teachers in consequence of this increase. The average number of pupils to a teacher was forty-four. If a number of pupils had not been withdrawn from the Cedar Grove Street school in September a greater increase would have been shown. It has been necessary to house several classes in rented buildings while the Cedar Grove Street school house is being enlarged, and one more teacher has been employed than would have been required if proper school rooms had been available.

The most serious obstacle to progress in these schools is the great amount of absence and the numerous dismissals. No exertion on the part of the teachers seems to remedy these matters. It is not an unusual occurrence to have fifteen per cent. of the pupils absent from many rooms for whole months, and, at times, the percentage of absence is much greater. Many pupils are dismissed each day to carry dinners and to do other errands. Children who lose the most time are those who can least afford it. They have few home advantages and, as a rule, are not apt at learning. The majority of children who are dismissed regularly to carry dinners attend schools located in the mill districts. These constant interruptions and absences affect not only the pupils in question but the schools where these things prevail suffer as a whole. I have done all within my power to aid the teachers in checking these evils; but some definite action of the Committee and the coöperation of the thoughtful parents of each district will be necessary before the desired results are accomplished.

Discipline is made more difficult in these schools than in those of many places, because in many districts there is a heterogeneous population. Children are constantly entering who are much older than the pupils of the grade, and many, upon entering, speak little or no English. The difficulties of governing and teaching are both increased thereby. Yet, upon the whole, the prevailing spirit is most excellent. The teachers generally recognize that good progress is made only when the pupils in a great measure govern themselves and act from right motives. Harsh treatment should find no lodgment in any school, but, of all others, not in these grades. Neither should any pupil be punished until he is made aware of his fault and the teacher is reasonably sure that the punishment, of whatsoever nature, is

deserved, and will have the effect of benefiting the pupil. The majority of the teachers recognize the underlying principles of just government and practice them. But several, if they recognize them, fail in practice. They are either too lax in their discipline and thereby cause their pupils to acquire habits that in the future must either be eradicated or work them harm; or, by harsh and martinet methods, they repress in their pupils the spontaneity and enthusiasm which are natural to all healthy children, and which should be encouraged rather than suppressed; or, again, they constantly nag their pupils, who obey perhaps for the instant, but soon repeat the same fault, to have the operation gone through with again. These are types of a few of the teachers (it gives me pleasure to say a very few) who are to be found in our primary schools, as well as in others, and the pupils who come under their tutelage are not to be envied.

Few, if any, changes are to be noted in the course of study. The course in geography begun last year is proving interesting and beneficial. The least satisfactory work is done in language, or, to be more explicit, that branch of it which relates to original expression, both spoken and written. Children easily acquire faulty habits of speaking; in fact, when they have learned better forms of expression many of them seem to prefer the vernacular of the street. These bad habits of expression, together with the dearth of ideas that characterizes children and their limited vocabulary, are the difficulties with which teachers have to contend. By a constant correction of faulty forms of expression in all exercises, and in inculcation of better forms, the teacher may remedy, in a great measure, the expression of her pupils. One reason why some teachers have so little success in this regard is their own lack of persistency in the matter. By interesting the children and stimulating their imagination by

story, song, and illustration, thought will be awakened within their minds and they will seek words to express them. The task of the teacher then becomes easy, and progress is rapid.

Some attempt has been made in a few schools to bring the children more into communion with nature by giving them observation lessons on animals, plants, and minerals. While nearly all the teachers are desirous of engaging in this line of work, they hesitate, because there is no definite course of study laid down in these subjects or because they have not confidence in their ability to teach them well. I hope to have a course prepared during the year for the teachers which will meet with the approval of the Committee. If, then, some such expert science teacher as Mr. Arthur Boyden can be employed to give the teachers some instructive and explanatory lessons on the course, it may be put into effective working.

On the whole, the general work is commendable. The great majority of the teachers are earnest in purpose and strive, by study of the principles and methods of teaching, to acquaint themselves with the means by which they may best promote the welfare of their pupils.

I still feel that an ungraded room opened in each of the larger primary buildings would be the means of pushing along more rapidly old and backward pupils, as well as forming an agency by which bright and ambitious pupils might be worked up for extra promotion.

GRAMMAR SCHOOLS.

Although there was an increase of several hundred pupils in the primary grades of the year, the grammar grades have made but a slight gain in attendance. By an error in classification last year, one grade primary which is housed in the Thompson Street school house was reck-

oned with the grammar pupils. When this mistake is corrected, however, a small gain only is shown. As the laws of the State relating to school attendance require pupils to attend school longer than ever before (practically until they are fourteen years old), I can account for no increase in the number of pupils in the grammar schools only by the supposition that the increase in school population in the city is of the class of children who are withdrawn at grammar school age to attend the parochial schools. The returns from those schools indicate this to be the fact. The average number of pupils to a teacher was forty-one.

The organization of each of these schools allows the principal ample time for supervision, and herein lies his chief duty. Each teacher is responsible for her own room, but the principal is responsible for the whole school; and by oral and written tests of the pupils from time to time, by personal observation of the methods of instruction and discipline, he should know intimately whether the work is of the right kind and whether it is harmonious throughout. The assistant teachers should be advised with as a body, by grades, and individually. Any teacher who fails, either from incompetency or unwillingness, to apply suggestions should be referred to higher authorities for their consideration. Failure to correct faults should be followed by dismissal. If principals are not helpful to their assistants and permit poor teaching to go on in their buildings, they fail of their duty, and the schools will not accomplish what they might.

But, as I have said, each teacher is directly responsible for her own room. It is her duty to acquaint herself with the principles of teaching and the best methods. She should seek assistance from the principal and give heed to his suggestions and criticisms. By acquaintance with the work of grades above and below hers, she should do

her part to strengthen and unify the work throughout the whole school. Unless attention is given to these matters by teachers and principals, there is little hope of getting the very best results possible.

It is reasonable to expect that there will be considerable variation shown by a large corps of teachers in their methods of teaching and governing. When any of these methods are really good, they should meet with approval. If they all are really good the results will not differ greatly. The methods of teaching and disciplining of many of the grammar teachers are good, of some, excellent. Those who are weak in these respects are all the more noticeable. It is no easy task to govern children of grammar school age without much friction, and a still harder task to create within them a desire for knowledge, as well as good habits of thinking and acting. If parents would more generally appreciate the fact that they owe to the children and the schools their thoughtful consideration, and would give their hearty support to the teachers in their honest endeavors to do their duty, the atmosphere of school rooms would be pleasanter, and the results would be enhanced.

The subjects most prominent at the present time before those to whom the control of the public schools is intrusted are: First, what subjects shall be included in the school curriculum; second, how can the graded system be made more elastic and at the same time preserve its unity and not increase the cost of schools, which is already becoming burdensome.

These are practical and vital questions and deserve the most careful consideration. The second of these questions has been the object of recent investigation by the New England Association of School Superintendents. A committee was appointed to collect statistics of the age and attendance of pupils in grammar schools. Their report

I give in full, as it has a practical bearing not only on the general question but will be helpful in settling one phase of it, upon which I shall again ask the consideration of the School Board.

NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

Report of Committee on Statistics concerning Grammar School Graduates:

Blank forms of inquiry were sent in accordance with the vote of the association to all parts of New England. Replies were received from 104 cities and towns. The returns are not in all cases complete. This occasions no surprise, for it is well known that many cities and towns have not sufficient data at the present time for answering all the questions.

It was hoped, however, that more returns would be received even if a few statistics only were given, such as the number of graduates from the grammar schools and the average age of those graduates.

The statement is made in some instances that complete returns could not be made but partial ones are sent cheerfully. These partial returns aided the committee in the preparation of the report.

The second item, viz., "Average age of pupils," is of special importance at this time when there is so much discussion concerning the time that pupils spend in grammar schools. A statement with reference to this single item would have been acceptable. Statistics relating to items 7 to 12 inclusive are not given upon a large number of the returns. The reasons for this omission are obvious.

Very few places have had any systematic plan of keeping the registers so that such information could be obtained readily. Teachers are doing it now to a considerable extent and there is no doubt that in a few years a principal of a grammar school in one of our large cities will be able to furnish all the information that is desired by those who issue a circular similar to the one prepared in accordance with the vote of this association.

Some superintendents were not able to report separately the number, on the one hand, whose attendance had been confined to the place from which the reports are made, and, on the other hand, the number who had been in school elsewhere a part of the time. Many of the superintendents call attention to this point. It was not expected by your committee that all returns could be complete in this respect. Your committee, having thus indicated some of the reasons that would account for many incomplete returns, must express regret that more partial returns were not made.

A general division may be made at first as follows:

1. Cities and larger towns having full graded courses.

2. Smaller towns with partial courses. This classification is arbitrary and not very exact. Statistics from these places are as follows:

```
CITIES AND LARGER TOWNS.

Average age, 15 years, 1 month.

Over 16, 22 per cent.

Under 14, 15 per cent.

SMALLER TOWNS.

14 years, 3 months.

8 per cent.

37 per cent.
```

LENGTH OF COURSES.
51 places, 9 years' course.
33 " 8 " "
5 " 10 " "
1 town, 7 " "

The cities and large towns report generally a nine

years' course. Complete returns from thirty-eight cities and towns with nine years' course, seventeen with eight years' course, and one with ten years' course are given as follows:

1. Places having nine years' course.

No. of graduates, 1,950.

```
Average age,
                                    15 years, 2 months.
                   Over 16,
                                    18 per cent.
                                    15 " "
                   Under 14,
Completing the course in 6 years or less, 3 "
                    in 7 " in 8 "
                                   6 "
                                    19 " "
                    in 9 "
                                    35 " "
                    in 10 "
                                    27 .. ..
                     10 "
                                    10 " "
Requiring more than
```

2. Places having eight years' course.

No. of graduates, 402.

```
Average age,
                                   14 years, 31 months.
                   Over 16,
                                   6 per cent.
                                   30 "
                   Under 14,
Completing the course in 6 years or less, 1 "
                                   9 "
                    in 7 "
                                         "
                   in 8 "
                                  37 "
                   in 9 "
                                   30 "
                    in 10 "
                                  17 "
                    10 "
                                   6 "
Requiring more than
```

One City with ten years' course.

No. of graduates, 29.

```
Average age, 15 years, 2 months.

So over 16, 2 under 14.

Completing the course in 7 years, 3 per cent.

in 8 " 28 " "

in 9 " 38 " "

in 10 " 25 " "

Requiring more than 10 " 6 " "
```

These figures, it must be understood, are approximate only. Many of these pupils were away from school for various reasons,—some for a term, others for one or more years. The statistics, however, are of value. They show that there is more elasticity to the courses of study than we should be led to believe from some of the criticisms made concerning the management of the schools.

The figures indicate the time the pupils were first registered in a primary school. It may be said, also, in partial explanation of the higher average age of the graduates of the nine years' courses, that these reports are received from the larger places.

Some of the smaller towns, it is stated in the returns, have a five years' course in the high school, and, in fact, in many of the smaller places the studies of the first year of the high school course correspond to those of the last year in the grammar schools of the larger places. The difference in the average age of the graduates in these two classes of cities and towns is therefore more apparent than real.

Boston reports the average age of the graduates, 15 years, 5 months. Cambridge reports the number of years the pupils were in the grammar schools, the course in this grade being six years. The returns from Cambridge are as follows:

```
No. of graduates, 536.
                                               15 years, 4-5 months.
                             Average age,
                             Over 16,
                                              123.
                                              107.
                             Under 14,
                             Oldest graduate,
                                              18 years, 6 mouths.
                             Youngest "
                                               11 " 10 "
Completing grammar school course in 4 years,
                                              54.
                                  in 5 "
                                              146.
                                  in 6 "
                                              239.
                                  in 7 "
                                               92.
                                    7 ...
         Requiring more than
```

Sixty-two places report separately the number of pupils who never attended elsewhere and the number that have had a partial course only in the city or town from which the report was received. The partial-course pupils average older than the whole-course pupils in forty-two places and slightly younger in the others. Eighty per cent. of the whole number of partial-course pupils were reported from the forty-two places mentioned.

The items relating to age are worthy of study. It may be well to call attention to individual places. Some people are surprised to learn that there are so many pupils in the grammar schools 16, 17, and 18 years of age. The age of pupils is not the only thing to be considered. The work that is assigned them is of more consequence. There is food for thought in the memorable words of Milton, "I care not how late I come into life only that I come fit."

If the pupils 16 years of age are kept at work term after term upon those subjects that are prescribed for the average pupil 10 years of age, there is cause for complaint. We are dealing at this time, however, with figures, more than with inferences. The facts relating to the age of pupils in the grammar schools, however, may have an important bearing in the consideration of the subject of a course of study for grammar schools.

The average age of those entering is reported from one city, 6 years, 2 months.

The oldest pupil is reported from Lawrence, 20 years, 1 month; the next oldest at Rutland, Vt., 20 years; the youngest, 10 years, at Plymouth, Mass. The oldest pupil in twenty-four of the 103 places reporting is 18.

The average age in one city is 15 years, 4 months. The superintendent in explanation says: "The average age is raised by a few considerably older than the aver-

age; these are boys who have had few advantages and have pluck enough to go to a grammar school."

Returns were received from six places from each grammar school separately. The degree of uniformity in the average age of pupils at the various grammar schools in some cities is noticeable, while in other places there is a wide variation. The greatest range of ages found in any city is seven years, two months. The range in several other places is six years, while five years is very common. Milton, on the other hand, reported the oldest graduate 15 years, 4 months, the youngest 13 years, 4 months.

The returns from the schools of Quincy—on account of the degree of uniformity in the item of average age—are presented herewith separately:

			A	VER	AGE	AGE.
School No. 1			14 years, 0 months			nonths.
	44	2	14	"	5	"
		3	14	"	5	"
• •	"	4	14		8	44
• •		5	14	"	9	
6.6		6	14	٠.	9	

Somerville reports 380 graduates, 112 of whom are over 16 and 33 under 14—the oldest, 18 years, 4 months; the youngest, 12 years, 11 months.

Springfield reports 181 graduates, 67 over 16 and 9 under 14—the oldest, 18 years, 4 months; the youngest, 12 years, 3 months.

Local causes may account for the diversity in the "average age" at different schools and for this reason it might be well to ask for a report from the individual schools. The policy adopted by different principals may account, in part at least, for the difference in the ages at the separate schools. It is claimed that in some schools the pupils 16, 17, 18 years of age are crowded out of the grammar schools in some way before they can reach the ninth year,

while in other schools an earnest effort is made to retain these older pupils in school as long as possible. Your committee can call attention simply to these subjects. Others must investigate. Interesting themes for study present themselves. It might be well for us to gather statistics concerning the number of older pupils in the lower classes of the grammar schools, to ascertain whether there are many in the sixth and seventh grades that are old enough to be in the high school; whether these pupils, becoming discouraged at the thought that they can never complete the grammar school course, drop out of school quietly.

If one is disturbed on account of the high average age of the grammar school graduates, he might be still more disturbed to know that in some of the lower classes the average age is relatively higher. That would not of necessity disturb others, for the question of age would not be considered so much by them as the kind of work these pupils are doing.

It was asserted at the last meeting that the number of years prescribed for the course does not determine the time the pupil remains in school; that he will be a certain length of time in school whether the course is seven, eight, nine, or ten years. The figures presented seem to justify this assertion.

Your committee presents the statistics at this time. Each superintendent must draw his inferences.

This report is imperfect, the returns are necessarily incomplete, but a beginning has been made. Other statistics may be collected that will aid us all in our labors.

Respectfully submitted.

JOSEPH G. EDGERLY, GEORGE H. MARTIN,

Committee.

November 12, 1892.

The report from New Bedford is as follows:

NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

Statistics of age and attendance for the city of New Bedford:

In order to insure uniformity in tabulating ages, September 1, 1892, is named as the date at which the age of each and every pupil is reported. The present term of school opened in most places early in September. The report should include all pupils that have been enrolled during the present term.

STATISTICS.

	1	Highest Clas Frammar Sc	s of Lowest Class of hool, High School.
1.	Number of pupils,	221	140
2.	Average age of pupils, years and month	hs, 14.7	15.1
3.	Age of oldest pupil, years and months,	17.2	18.5 `
4.	Age of youngest pupil, years and mont	hs. 11.10	13.2
5.	Number under 12,	1	
6.	Number 12 years of age,	16	
7.	Number 13 years of age,	71	11
s.	Number 14 years of age.	65	52
9.	Number 15 years of age,	50	54
10.	Number 16 years of age,	17	17
11.	Number 17 years of age,	1	4
12.	Number 18 years of age,		
13.	Number over 18 years,		2
14.	Number who are members of the class		
	for the second year,	16	9
15.	Number who are members of the class for the third year,		
16.	Number of graduates from grammar sel	hool, 1892,	156
17.	Number reported in item 16 entering	the High	
	school the present term.	v	116
18.	Average age of pupils entering primary	school,	
	September, 1892,	6	years, 4 months.

It is shown by the report that there is not a dull uniformity of progression throughout the schools in New England. Many pupils complete the prescribed courses in less than the appointed time, while others, for various causes, take longer. I shall not attempt to analyze the causes why so many fail to complete the course in the apportioned time when the course of studies represents the minimum amount to be done by the average pupil, rather than the maximum. It is sufficient to say that it is known to every one at all familiar with the working of the schools that the fault cannot with justice be attributed wholly to the defects in the schools themselves.

So far as the schools of our city are concerned, however, I feel that sufficient opportunity is not given the brighter pupils to advance out of course. This matter I called to the attention of the Committee several years ago, and I again recommend that it receive its early attention. Promotions out of course should be made advisedly, and with due regard to the physical condition, as well as the mental acquirements, of the pupils. Parents must be as willing also to abide by the decisions of the school authorities in these cases as they are to conform to the other reasonable regulations of the schools, if the practical operation of such promotions is to prove most beneficial to the individuals concerned and the schools at large.

I wish to call attention here to the average age of the pupils in this city when they enter the lowest primary grade. It is six years, four months, or higher than that of any other city reporting. This is caused by the large number of foreign children who enter at an advanced age and cannot speak or read in English. This condition of affairs in the primary grades would raise still higher the grammar age if many such children continued their courses into the grammar schools.

UNGRADED SCHOOLS.

COUNTRY SCHOOLS.—A slight increase is shown in the attendance at these schools. Seven teachers are employed in them and the average number of pupils is twenty-nine to a teacher. The Plainville school averages less than the others. Owing to the number in the North school, an additional room was built on that school, but I am inclined to think that the number of pupils who will attend there regularly will not warrant the constant employment of an assistant teacher. A new teacher was placed in charge of the Rockdale school at the beginning of the year, the one who had temporarily filled the position having been transferred to a graded school. A plan is now in successful operation in several towns in the State by which pupils in the outlying districts are conveyed each day to graded schools in the centres. The result is a saving in actual expenditure and the pupils have better advantages. It is said that while opposition is encountered at first from the residents of the outlying districts, trial proves to them the wisdom of the plan, and their approbation is soon gained. I think the plan could be applied here with substantial benefit to the schools and some saving in cost of maintenance to the city.

MILL SCHOOLS.—The attendance in these schools has been affected by the change in the school laws. In fact, many who attended these might as well attend the graded schools. The establishment of ungraded rooms in several of our primary and grammar grades would provide for these pupils as well as they are now provided for, and at the same time would furnish schools wherein backward pupils from different graded rooms might be temporarily placed for special work. Even some of the ambitious and brighter pupils who wished to do special

work for extra promotion, might find in such rooms an opportunity to do advanced work. As long as the name Mill school is applied to them, and they have a separate organization, just so long will all but pupils who are to work in the mills decline to attend them. The present teachers are well qualified to take up this broader work that I have suggested.

EVENING SCHOOLS.

ELEMENTARY SCHOOLS.—The power is wholly with the School Committee to determine the number of evening schools that shall be maintained in a city or town, the number and length of the terms, and all details that pertain to them. The cost of maintaining them for any length of time in this city, since the law was passed requiring the attendance of all illiterate minors, and the difficulty in securing a sufficient number of teachers to conduct them, has given these schools an importance in the past few years that they did not have before.

While it is well that illiterate minors and others who did not have the opportunity to acquire the rudiments of an education in their younger days may do so through the maintenance of evening schools, it can be readily seen that in providing such instruction the cities and towns of Massachusetts are attempting to supply the deficiencies of other states and countries that fail to give their citizens the education they should. It is also evident that the burden of evening schools will fall heaviest on cities like New Bedford, where the mills attract large numbers of the illiterate class. And while, as I have said, it is well to maintain these schools, they should not be maintained at the expense of the day schools. Therefore, it seems to me that it would be wise that the evening schools be maintained from a separate appropriation, and the will of

our citizens can be manifested through the city government as to the amount they wish expended on them.

The sessions of the schools have been three nights each week for twenty weeks, the same as the year before. There were 2,192 pupils enrolled, with an average number belonging of 971, and a nightly attendance of 703. It has required forty-nine teachers to teach them. It was impossible to secure enough teachers from those on the approved list who were willing to do evening school work, and a number of teachers were placed temporarily in the schools chosen from candidates who offered themselves. All of them are or had been successful teachers. They have in nearly every instance given good satisfaction.

The cost of these schools for the year was \$5,951.08, or an average cost per pupil of \$6.12. This is relatively much higher than the cost of a day pupil, as one-third as much is paid for 120 hours' schooling in the evening schools as is paid for 1,000 hours in the day schools. The relative cost is increased by the necessity of employing twice as many teachers in evening schools as are employed for the same number of pupils in the day schools. A teacher in an evening school cannot instruct to advantage more than twenty pupils.

The effectiveness of evening schools is seriously diminished by the irregular attendance, especially of the illiterate class. Many of them go from necessity and have no interest. There is also a large floating attendance. These facts are shown by the nightly attendance, which is only about one-third of the enrollment.

To those persons who earnestly desire an opportunity to get an elementary education, it should be given. And if any number of such persons desire to attend evening schools three or four nights a week, let schools be provided that many nights per week. Make the stipulation with them upon entering, however, that they must be able at

least to read in the second reader to be accepted candidates, and must agree to attend regularly enough to make the schools effective.

For the illiterate class, have the schools kept two nights only. The effect of such a plan would be to put to the proof the earnestness of those who claim that they desire the privilege of three or four nights' schooling a week. It would also stimulate those of the illiterate class who really desire better advantages to make themselves eligible for the advanced classes. I am of the opinion, also, that the two nights a week would be fully as effective as three for the greater part of the illiterate pupils, as they would be more willing to attend regularly for the shorter time. The plan would certainly decrease the expense of those schools and at the same time would give those who desire the rudiments of an education an opportunity to acquire it.

EVENING DRAWING SCHOOL.—This school offers excellent advantages to those desiring to acquire a knowledge of the principles of drawing and skill in its application to their daily vocations. The attendance upon it is not what it should be in a city of this size, the chief industries of which are manufacturing. Indeed, the attendance is not much larger, if any, than when the city was half the size it is at present; neither does it compare favorably in this respect with similar schools in other places.

The school is excellently equipped for doing good work, both in the quality of its instructors and in its appliances. Instruction is given in both elementary and advanced work, in several different courses, from which those who attend may choose, the only requirement being that pupils shall qualify themselves by sufficient elementary work to take up intelligently the advanced.

Much good is accomplished by the school, however, as

many of its graduates will testify. They are filling positions of usefulness and responsibility gained by their knowledge of drawing, the foundation of which was laid in this school. Although the expense is comparatively large, the Committee is justified in maintaining it with even the present attendance.

MUSIC, DRAWING, AND SEWING.

While I have none other than words of commendation for the thorough, careful, and painstaking work of the director of music in our schools, I can but feel that too great emphasis is being given to teaching the mechanics of music. The result must be to make good readers of music, but mechanical singers; it will turn out those who are skilled in the principles of the subject, but devoid of that which gives it life and soul. To attune the ears of the children to melody, to develop within them a love for music, to stir into life their better and loftier sentiments, and to soften and mellow their natures by the constant singing of beautiful songs, appears to me to be the chief object of having music taught in the schools. Knowledge of the principles certainly must be taught, but not so emphasized that the main object fails to be compassed.

Drawing in our schools the past few years has been rapidly brought into line with the best educational thought of the day as to the proper place it should occupy in the common school curriculum. The course is now harmonious and progressive, and the regular teachers are better qualified as a whole to give intelligent instruction in this branch than ever before. The present supervisor, a graduate of the Pratt Institute, and a successful teacher before entering that school, is giving the kind of administration which will round it out and efface the deficiencies which have hitherto characterized it.

The sewing department has been conducted by the same teachers and in the same general manner as in other years. This branch of manual instruction is deserving of the place that it occupies in our schools. The materials from which the articles are made are furnished by the parents of the pupils, and, in most cases, willingly. When a pupil fails to bring work the teacher furnishes it. Most of the utensils used in the work are now supplied by the city. The chief improvements that are needed to strengthen the work are these:

- 1. More of the application of the principles of teaching that rule in presenting other branches.
- 2. Conducting the recitations in such a way that there shall be less waste of time. The regular teachers share the responsibility in the last regard and fail in some cases to do their whole duty.

THE HIGH SCHOOL.

There has been a slight increase in the attendance for the year. The average number of pupils belonging for 1891 was 353; for 1892 the number was 368, a gain of fifteen. The percentage of pupils enrolled in the public schools, who avail themselves of the High school privileges here, is about the same as in other cities in the State where the character of the population is similar. The influence of parochial schools, of course, is felt in the attendance at the High school as well as in the elementary schools, few, if any, candidates for the High school being presented by the parochial schools. From fifty to sixty per cent. of all the pupils entering the school leave before graduating. The causes are various: Some leave for pecuniary reasons; some, because they do not care to do the required work; some, on account of ill health. I think the pupils are held as long in the school now as at any period of its history.

There is a feeling that prevails to a certain extent that high schools should not be maintained at the public expense; that the State has done its duty when it maintains elementary schools and gives such an education to its children as is therein afforded. This feeling finds public expression occasionally, but is usually confined to private criticism, for such an opinion is not a popular one. especially here in New England. High schools are expensive. They take a large proportion of the school money to maintain them; but they are worth all they cost. in any democratic republic, if they are efficient. Criticism should be directed to their lack of efficiency rather than to the right or the need of maintaining them. In fact, the latter questions have been argued out quite effectively in the past. That high schools fail to accomplish what they should furnishes good ground for debate. They undoubtedly need to be improved, as well as the elementary schools.

There is a great cry all along the line for trained teachers in the elementary schools; the great weakness of these schools is without question due to the scarcity of such teachers; but this is in a measure true of high schools. Unquestionably the great majority of teachers in high schools are well educated, and many have professional skill; but with a great many also the latter quality is wanting. It is true that instruction in high schools has improved within a few years, but it is a well acknowledged fact that there has been less improvement in professional training of high school teachers than of elementary teachers. In fact, many of them think they need no improvement, and consider any suggestion as unwarranted interference. A few years ago, there was a strong movement, in this State at least, and I do not know but it might be said to have extended over New England, to found professional training schools for high school teachers; but, unfortunately, the movement so far has not taken substance, unless the founding of chairs of pedagogy in several colleges may be so considered. Not until the broader professional training for high school teachers, as well as others, is demanded, and appointments are made for merit alone, will high schools do for the children all they should.

To bring the High school into line with the policy pursued in the lower schools in regard to promotions, the High School Committee adopted at the beginning of the present school year the following regulations for determining the class standing of pupils and their promotion:

Section I. Class Standing of Pupils.

- 1. The class standing of the pupils in the High school shall be fixed on the results of five written examinations given by the various class teachers each year to their pupils.
- 2. These examinations shall be given under the direction and general supervision of the principal of the school, whose duty it shall be to determine when and how such examinations shall be given.

Section II. Promotions.

- 1. Promotions of pupils from class to class shall not be governed by any fixed system of marks, obtained either by pupils on their daily recitations or by marks obtained from the five examinations mentioned in Section I. of these regulations.
- 2. But promotions of pupils shall be made from class to class by the principal of the school, who shall determine the fitness of each pupil for promotion from the recommendations of the class teachers and his own knowledge of each pupil's work and capability.

3. Within one week after the close of the school-year, the principal of the school shall send to the High School Committee, through its Secretary, the names of those pupils who have not been promoted, with the reasons therefor. He shall also forward to the High School Committee, at the same time, the average per cent. obtained by each of the rejected pupils in the five examinations mentioned in Section I. of these regulations. A pupil not recommended by the principal of the school for promotion shall not be advanced except by a majority vote of the High School Committee.

By the adoption of these regulations the teachers were freed from the daily rank book, hampered with which no teacher can teach as well as he can without it. No longer is the energy of the teacher to be spent in recording per cents. for an object which can just as well be determined without any such machinery. At the same time, there is no reason whatever why the efficiency of the school should be impaired because pupils are called upon to work for right motives. The percentage of the pupils who failed of advancement each year, under the marking system, was small, and the teachers can determine this percentage closely enough to do justice to each pupil and maintain the efficiency of the school without any such cumbersome system.

This opinion is in accord with that of a great number of the broadest-minded educators in the country; many cities have already abolished the system of basing promotions on daily markings or examinations, and others are ripe for the change. The statistics given below relate especially to pupils who graduated from the school in 1892, who are pursuing advanced courses in the school or elsewhere, and the intentions of those in the school in regard to advanced courses. These statistics, and the records of previous

years, show that the proportion of those who go to college from our High school is smaller than the proportion in the majority of first class high schools in New England. They also show that while many elect the college course upon entering, few continue the course even through the school. This condition, it seems to me, calls for serious consideration on the part of the Committee, and it should be determined whether the fault is in the school or outside of it.

NEW BEDFORD HIGH SCHOOL.

RECENT PUPILS UPON ADVANCED COURSES.

Graduates of 1892, pursuing advanced courses:

tiraduates of 1002, pursuing advanced course	C6.		
	Girls.	Boys.	Total.
College,		3	3
Medical school,	1	2	3]
Swain school,	1	5	- 6
Harrington Training school,	2		2
Post-graduate work in High school,	8	1	9
Business college,	4		4
Totals,	16	11	27
Post-graduates in the High school during 189 courses:	92, now pu	rsuing a	lvanced
College,		`1	1
Medical school,		3	3
Harrington school,	2		2
Totals,	2	4	6
Entering Pupil.	s.		
Pupils entering High school, September, 189	2:		
From New Bedford public schools,	73	55	128
From other schools,	1	3	4
	74		132
Post-graduates in the High school, 1892:	••	0	102
January to June,	2	5	7
September to December,	8	3	11
Totals,	10	8	18

Class I.,

INTENTIONS CONCERNING ADVANCED COURSES.

1

1

Classical course (to enter college with Greek):

" II.,	2	6	8
" иі.,	8	7	15
" IV.,	22	15	37
Totals,	32	27	61
To enter college without Greek:			
Class I.,		4	4
" II.,	1	1	2
Totals,	1	5	6
To enter scientific school:			
Post-graduate,		1	1

(/1460	4.,	v	•
"	II.,	2	2
	Totals,	9	9

To enter medical school:

3	3
3	3
6	6
	9

To enter law school:

Post-graduate, 1 1

In conclusion, I would say that the High school requires the most intelligent and thorough supervision, if its work is to be most effective. With the system of departmental instruction that prevails, supervision is even more necessary than in the class system, if the work is to be thoroughly coördinated.

Again, the studies of the grammar schools should be more thoroughly supplemented by the work in the High school in the same lines. Much that has been eliminated from the grammar and arithmetic of the grammar course Certainly has its legitimate place in the High school course. Knowledge of facts is not of so great importance to the High school graduate as mental power; but mental power will not be possessed by one who has not a broad grasp of facts. The modern system of schools gives opportunity. Let the graduate of the high schools show greater power to apply their knowledge to practical affairs, and there will be less criticism of these schools.

THE TRAINING SCHOOL FOR TEACHERS.

It has come to be a well accepted principle among educators of this country that teachers should add professional knowledge and professional training to a well stored mind if they are to perform most acceptably the responsible and exacting duties of their vocation. This belief is shared by most Boards of Education in the progressive cities and towns, and is rapidly winning its way among the people at large, especially in the East and Northwest. In consequence, State normal schools have sprung up and multiplied; and as they failed to answer the demand, city training schools have become an adjunct of the school systems of many of our leading cities.

It should be said that the latter schools are in no wise intended to supplant the State normal schools, nor has this proved to be the case. Indeed, normal schools are more fully attended since these training schools were organized than before. They have been organized in those places where they exist because the actual facts were these: First, a sufficient number of persons who resided in those places did not avail themselves of the advantages of the normal schools to supply the demand there for teachers, and the result was that vacancies occurring were filled with graduates of the high schools, who had no training whatever. That was true in a great measure of

New Bedford before the Training school was organized. The second reason was, that the graduates of most of the normal schools were given no opportunity to put into practice, under the supervision of skilled teachers, the theories which they had learned, and many of them, therefore, proved inefficient when placed in charge of schools. Most normal schools now have practice schools connected with them. The third reason was the fact that the standard of admission to the State normal schools was not high enough to debar from them those who had not had the advantages of a high school education even. This last objection holds good to-day.

Training schools give a certain amount of normal instruction, and would gladly give more. They give more practice in teaching than most normal schools and special training in the details of the work in the school system of which they are a part. Their advocates recognize that the broader normal work given by the normal schools would be desirable, and would be pleased if all candidates for the training schools were graduates of normal schools. The city of Cambridge makes that one condition of entrance to its training school. The fact is, that it is difficult here and in other places to get a sufficient number of candidates to qualify themselves for admission and give a year and a half to work in the schools, although they are paid small salaries after serving a half year in school without pay, this first half year being given to normal work only.

City training schools have their weaknesses, and none are more cognizant of their defects than those most deeply interested in them. One of these defects, I am ready to grant, is their inability, under their present form of organization, to give the teachers that breadth of instruction that will in the future make them most thoughtful and inquiring in their mental habits. This deficiency cannot be

overcome without adding so much to the cost of the schools as to make their maintenance burdensome. Again, to replete the corps of teachers in any city from the graduates of its training school only, will tend to narrowness and lifelessness in the schools. It is a kind of inbreeding which will be apt to work injury. I, for one, therefore, do not desire that our Training school furnish all the candidates for our corps of teachers. I do not look upon it as a calamity when the school falls short of candidates and the Committee is compelled to bring in some experienced teacher from elsewhere, although I can but wonder that there are not enough young ladies in this city who are willing to give at least two years in special preparation for their life's work. When a substitute is provided for the Training school which will furnish a sufficient supply of teachers for the schools more thoroughly equipped for school room duties and responsibilities, then let the Training school be abandoned, and not till then. In the meanwhile, let it be made as thorough and effective as the resources of the city will admit. Better that a few only graduate from it each year than that any policy shall be adopted that will put a premium on inefficiency.

So far in the history of our school, the classes have varied in size, but that was expected when the school was organized, and provision was made in the regulations by which the pupils in the school should not suffer from scarcity of experienced teachers. The condition of the school has required extra assignments to it for part of the year, five graduates being now employed there. I recommend that a permanent critic teacher be attached to the school, that the principal and assistant principal may have more time for normal work and supervision.

The school is answering all reasonable expectations, both in its special work of training the teachers and in caring for the interests of the children who are pupils there. The latter, when they enter the grammar schools, are well qualified in every way to continue their course, and compare most favorably with the pupils who have been prepared in our best primary schools.

The school is fortunate in having at its head a principal and an assistant principal who not only are thoroughly capable to conduct it, but who are indefatigable in their efforts for those intrusted to their charge.

Below are the names of the graduates and the statistics of the school for the year:

GRADUATES.

FEBRUARY CLASS, 1892.

Margaret H. Holmes,

Sara M. Hatch.

JUNE CLASS, 1892.

Charlotte May Allen,	Mary Luther Hillman,
Lizzie Maria Briggs,	Harriet Newton Hyatt,
Harriet Love Cornell,	Annie May King,
Ethel Washburn Denham,	Ruth Emma Pease,
Dora Amanda DeWolf,	Julia Mason Pilling,
Julia Crocker Gifford,	Fannie Matthews Spooner.

STATISTICS.

Numbe	er of pupil	-tea c hei	s enrolled during the year,	33
		**	graduated in February,	2
**		66	graduated in June,	12
	• •	66	admitted in February,	9
			admitted in September,	4
••		46	in senior class, December, 1892,	2
• •		4.6	granted leave of absence, seniors,	1
**		6.6	in junior class, December, 1892,	10
		44	in sub-junior class,	3
	• •		resigned from sub-junior class,	2
	assistan	ts,		5
66	days of	substitu	iting by pupil-teachers,	230
			or other causes,	1454
Total n	umber of	days' al	bsence of pupil-teachers,	3754
**		"	" assistants,	94
Averag	e number	of pupi	l-teachers belonging,	20
			e of pupil-teachers,	18

TEACHERS.

There were many changes in the teaching corps during the year. A number resigned for various reasons,—some of them to engage in other occupations or to attend special sechools to prepare themselves for special lines of teaching; some to accept positions elsewhere; some to enter upon married life. Besides the appointments to fill the vacancies thus occurring, several new assignments were made, necessitated by the increase of several hundred pupils in the schools. The whole number of teachers now employed in the day schools is 152. The transfers that were made were partly in the interest of the schools, others to accommodate individual teachers by assigning them to schools nearer their residences. The appointments were chiefly made from the graduates of our Training school. Some who were appointed, however, were chosen from experienced teachers serving elsewhere. There are several reasons why all teachers should not be appointed from the graduates of our Training school; but if no reason existed for selecting teachers occasionally from abroad, the Committee had no choice the past year, as there were not enough graduates of our school to satisfy the vacancies.

The two special teachers in drawing, and several grammar school teachers, were selected from non-resident candidates. They were all teachers of successful experience, and in nearly every case were holding good positions. Selecting all the teachers for the schools from home candidates only tends to injudicious appointments at times, because of the restricted number from which to choose, and because personal influence, rather than merit, has too great weight. Again, new life and experience is infused into the home corps by these outsiders, who are neither hampered by local usage, nor expect anything to tell but the quality of their work. It would be well if some of

our own graduates seek at first other positions, to return to positions here later on, broadened by experience gained by rubbing against the outside world. The Boston School Committee, in its last Report, gives its opinion on this subject as follows:

"We note with pleasure that in this, as in previous years, many vacancies have been filled in our corps of teachers by persons who have had their education and experience elsewhere, and who have been proved by years of service to have especial fitness. We believe this is a necessity, in order to keep our schools at the highest standard. This matter is admirably put in the Annual Report of Superintendent Seaver, in 1889, from which we quote: 'The generally accepted maxim in the management of educational affairs is this: that the teaching staff of an institution should not be recruited exclusively from the graduates of the same institution. The neglect of this maxim generally results in deterioration of the teaching and of the teachers. New men, with new ideas, prevent stagnation, narrowness, conceit, and ignorance. Hence, a wisely managed college recruits its faculty in part from among the graduates of other colleges; and the same rule will obtain as to the schools of this city, if the management is wise.

"'It is no disparagement whatever of the Boston Normal school to say, that its graduates exclusively should not be employed in our grammar and primary schools, or to prove that an admixture of professional talent from other sources is necessary to the full health and vigor of our school system. Nor should it be forgotten that the claims of the schools to have none but the best teachers appointed are infinitely superior to the claims of normal graduates to receive appointments.'"

The resignations, leaves of absence, transfers, temporary assignments, and appointments for the year are given below:

RESIGNATIONS.

Florence Cleaves. High school. II. Jennie Kirby, Parker Street Grammar school. Mary M. Robinson, Middle Street Grammar school. Gertrude M. Robinson, Linden Street Primary school. Bessie P. Nash, Maxfield Street Primary school. Helen C. Allen, I. W. Benjamin Primary school. Susan P. Diman, I. W. Benjamin Primary school. Myra A. Leach, Fourth Street Primary school. Lucy K. Hatch, Rockdale school. Blanche I. George, Drawing teacher.

LEAVE OF ABSENCE.

Carrie E. Footman, Parker Street Grammar school.

Mabel W. Spooner, High school.

TRANSFERS.

Anna I. Dexter, from Acushnet Avenue to Linden Street. Clara C. M. Gage, from Acushnet Avenue to Maxfield Street. Grace Covell, from Acushnet Avenue to Fourth Street. Alice A. Taylor, from Fourth Street to I. W. Benjamin. from Cedar Grove Street to I. W. Benjamin. Eleanor V. Tripp, Lillie C. Tillinghast, from Cannonville to Fourth Street. Nellie H. Cook, from I. W. Benjamin to Dartmouth Street. from Dartmouth Street to Cedar Grove Street. Sara M. Hatch, Gertrude M. Robinson, from South Mill to Linden Street. Mabel L. Hathaway, from I. W. Benjamin to Cedar Street.

TEMPORARY ASSIGNMENTS.

Alice P. Terry, Rockdale school.

Mabel Besse, North school.

Marguerite J. Steel, Parker Street school.

Isabel S. Horr, Cedar Grove Street school.

Ruby M. Tripp, South Mill school.

APPOINTMENTS.

Katherine M. Crabtree, Julia C. Gifford, Elizabeth B. Brightman, Susan H. Lane, Mary W. Leymunion, Helen Ring. Charlotte M. Allen, Margaret II. Holmes, Harriet N. Hyatt, Julia M. Pilling, Harriet L. Cornell, Sara M. Hatch, Nellie H. Cook, Ethel W. Denham, Lucy K. Hatch, Amelia F. Keen, Dora A. DeWolf, Annie M. King, Ruth E. Pease, Fannie M. Spooner, Mary W. Gilbert,

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Rockdale school.
Rockdale school.
Training school.
Training school.
Training school.
Training school.
Drawing teacher.

COLUMBUS DAY.

Columbus Day was suitably observed in all the schools and was an object lesson that will not soon be effaced from the memories of the thousands of children who participated in the patriotic exercises. The official program issued by the national committee formed the basis of all the orders of exercises; in each school, however, the program was modified to suit the grade of school and the facilities of the school building. A national flag was furnished by the School Committee for each school house which was not already supplied with one, and "Old Glory" was saluted by the thousands of school children as it was unfurled to the breeze. A detail of veterans was sent to each school from the Grand Army posts of the city, to participate in the exercises, and their presence gave added interest to the occasion for the children. Inspiring

addresses were made in many of the schools by clergymen and other prominent citizens, and the proceedings of the day could not have failed to have implanted patriotic sentiments deeply in the minds of the pupils.

The teaching of patriotism in the public schools of this country is an all-important duty, which the teachers cannot afford to neglect. The selfish spirit of the day which threatens in its greed the very foundations of good government, and the heterogeneous character of our population, which is to be constantly reinforced by thousands of immigrants to whom the history and traditions of this country are utterly unknown, make this duty all the more imperative at the present time. It is not by the celebration of special days alone that a love for their country is to be instilled into the minds and hearts of the children, but by the daily inspiration of patriotic song and story, and by lessons drawn from the noble lives of those who by honesty of purpose and by self sacrifice for their country's good have contributed to its glory.

THE PEDAGOGICAL LIBRARY.

The number of books now in this library is 207. Last year a complete list of all the books in the library at that time was published in the Report, with titles and names of authors. But few volumes have been added since, as follows:

No. 203.	Development Lessons DeGraff.	
204.	Arbor Day Manual Skinner.	
205.	Sewing, Illustrated Louise J. Kirkwood	d.
206.	Longmans' Object Lessons Salmon.	
207.	French Schools through American Eyes. Parsons.	

No. 206 was a gift to the library from the firm of Longmans, Green & Co., and No. 207 was also presented to the library by C. W. Bardeen & Co., Syracuse, N. Y. It

gives me pleasure to acknowledge hereby the thoughtful kindness of these firms. I have but one word to say in relation to the library. It deserves better patronage from the teachers.

PHYSICAL TRAINING IN THE SCHOOLS.

Two years ago I called the attention of the Committee to the need of a change in the methods pursued in the schools in conducting physical exercises. I showed at that time that no system prevailed in teaching the subject; that the exercises were of little real value; and in some cases were, without doubt, productive of harm. The Committee at the time were inclined to agree with me that something should be done to place the teaching of the subject on a different basis. I was instructed to look into the different systems of physical culture and report to the Committee. I did so, and as the Ling system of Swedish gymnastics recommended itself as most suitable for school purposes, a graduate of the Boston Normal School of Gymnastics was engaged to give the teachers of the city a series of lessons in demonstration of the system. The lessons were very well received by the teachers, and I believe that it would have been well for the schools if these lessons had been continued until the teachers had become thoroughly conversant with the plan and aim of the system. Nothing further was done, however, by the Committee in the matter, presumably because it was not pressed.

When the subject was first called to the attention of the Committee, Boston was about the only city in the State that had adopted the Ling or any other system of gymnastics. Since that time, however, a number of cities in the State, and a number elsewhere, have adopted the Swedish system, and in answer to correspondence on the subject the school authorities express themselves well pleased with it.

The following extracts from one of the manuals of Swedish gymnastics will give some idea of the principles underlying the system and its scope:

- "1. In selecting the exercises of the Ling system, the fundamental rule prevails of subordinating every movement to the laws of the human organism: it is the duty of the gymnastics to obey nature.
- "2. The Swedish training accepts no movements other than those having a distinctly defined purpose, namely, to develop the body toward health, beauty, and power, so far as inherited tendencies permit; and, by thus developing physical strength, endurance, and agility, to create joy of living and doing, powerful will, presence of mind, and courage.
- "3. A central aim of the movements is to develop the respiratory organs; every exercise must be executed with full, free breathing.
- "4. Every movement employed is of distinctly defined form, and of known general and local effect.
- "5. The movements are performed to words of command; strict discipline and attention must be maintained in order that the prescribed number of motions may occur in the alloted time, and thus enable the teacher to oversee all, to correct faults, and prevent disorder and carelessness. As a result, the senses are stimulated; the pupil is accustomed to obedience, observation, and attention, the love of order and promptness is cultivated,—all qualities of the highest importance for the whole life, and under all circumstances.
- "6. The Swedish gymnastics are accessible to all, they are not limited to a small number of people of exceptionally good physique.
- "7. That no over-exertion or injury take place, the system begins with the simplest and easiest, and gradually

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cotics. Mens sana in sano corpore is one of the best safeguards against the tendency to hurtful indulgences.

THE EXTENSION OF MANUAL TRAINING IN THE SCHOOLS.

In a few months the new school house on the corner of Pleasant and Kempton streets will be completed, in which rooms have been planned for a cooking school and a woodworking department of manual training.

The Committee has already voted to engraft instruction in cooking into the curriculum, but, as yet, no action has been taken as to wood-working, although individual members of the Committee have made more or less investigation of the subject with that end in view. When we have incorporated into our curriculum a complete course in manual instruction, for both boys and girls, extending from the kindergarten to the high school, and embracing it, shall I feel that our schools are giving the pupils the kind of instruction and training that modern conditions demand.

The weight of opinion among educators, I think it is safe to say, is in favor now of this kind of instruction in the public schools. Ways and means are the considerations that prevent its general adoption, rather than any question as to its practical and pedagogic value. The great and enterprising centres, both East and West, are rapidly leading the way, and in many places where public funds are not yet available for this purpose, public spirited citizens are contributing their means to further this kind of teaching. In some places the gifts are made directly to the public schools, while, in others, noble institutions like the Pratt Institute, in Brooklyn, N. Y., and the Drexel Institute, in Philadelphia, have been founded and richly endowed, wherein industrial training in many

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- "3. A central aim of the movements is to develop the respiratory organs; every exercise must be executed with full, free breathing.
- "4. Every movement employed is of distinctly defined form, and of known general and local effect.
- "5. The movements are performed to words of command; strict discipline and attention must be maintained in order that the prescribed number of motions may occur in the alloted time, and thus enable the teacher to oversee all, to correct faults, and prevent disorder and carelessness. As a result, the senses are stimulated; the pupil is accustomed to obedience, observation, and attention, the love of order and promptness is cultivated,—all qualities of the highest importance for the whole life, and under all circumstances.
- they are not limited to a small number of people of exceptionally good physique.
- 7. That no over-exertion or injury take place, the system begins with the simplest and easiest, and gradually

proceeds to the more complicated and difficult move-

Last fall, by request of one of the grammar masters.

the question was again brought to the attention of the
School Committee, and a special committee was appointed
to investigate the subject further and report upon the
advisability of introducing some system into the schools.

That committee will probably report favorably upon the
adoption of some system, for investigation will certainly
show that there is need of it.

Where careful examinations of the physical condition of school children have been instituted, the facts revealed show conclusively that by far too little attention has been given to the physical welfare of the pupils. Instruction in physiology and hygiene and the effects of stimulants and narcotics upon the human system are subjects of compulsory instruction in the schools of this State and those of other States.

These subjects have their proper place in the school curriculum, and will do good if the subjects are presented rationally and intelligently. But it is the merest farce to teach hygiene and physiology to pupils from text-books and at the same time confine them in buildings that are unhealthful, compel them to sit in seats that deform their bodies, and, if any physical training is given, know not whether it is healthful or harmful. It is as much the duty of school authorities to provide for the physical development of the children, while under their charge, as it is to provide for their mental and moral development. That this has not been done, witness the school houses of the past (as well as some of the present), and witness, also, the physical condition of many of the pupils in the schools. Were there more sound bodies in the world there would be less recourse to soul-destroying stimulants and narCotics. Mens sana in sano corpore is one of the best safeguards against the tendency to hurtful indulgences.

THE EXTENSION OF MANUAL TRAINING IN THE SCHOOLS.

In a few months the new school house on the corner of Pleasant and Kempton streets will be completed, in which rooms have been planned for a cooking school and a woodworking department of manual training.

The Committee has already voted to engraft instruction in cooking into the curriculum, but, as yet, no action has been taken as to wood-working, although individual members of the Committee have made more or less investigation of the subject with that end in view. When we have incorporated into our curriculum a complete course in manual instruction, for both boys and girls, extending from the kindergarten to the high school, and embracing it, shall I feel that our schools are giving the pupils the kind of instruction and training that modern conditions demand.

The weight of opinion among educators, I think it is safe to say, is in favor now of this kind of instruction in the public schools. Ways and means are the considerations that prevent its general adoption, rather than any question as to its practical and pedagogic value. The great and enterprising centres, both East and West, are rapidly leading the way, and in many places where public funds are not yet available for this purpose, public spirited citizens are contributing their means to further this kind of teaching. In some places the gifts are made directly to the public schools, while, in others, noble institutions like the Pratt Institute, in Brooklyn, N. Y., and the Drexel Institute, in Philadelphia, have been founded and richly endowed, wherein industrial training in many

lines is given at a nominal cost to those who desire it. In Boston, the kindergartens, which were started by a wealthy and philanthropic lady, and maintained by her for years, at a cost of thousands of dollars, have now become a part of the school system of that city. Within a few years, also, in addition to the sewing, which has been a part of the school work for years, cooking schools have been established in nearly all its school districts, if not in all. Besides all this, a "Manual Arts High School" is in process of construction in that city at a cost of \$100,000, which is to supplement the work which is now being done throughout all the schools in wood-working. And yet Boston is a conservative city.

But it is not only in such cities as Boston, Philadelphia, Washington, and Detroit that manual instruction is being made a part of the school courses. Smaller cities and towns throughout the whole country are hastening to do what is within their power to give the pupils of their schools this training, which is not only of practical value, but is pedagogically sound, as has been demonstrated under the fire of most adverse criticism. Can New Bedford, a city whose growth and prosperity is due to its industrial pursuits, afford to be a laggard in providing for her youth the kind of instruction which pertains to her very life?

I have dwelt somewhat at length upon what is being done elsewhere in manual training, in order to show the general trend of thought in this direction. Since what I write in this Report is especially for home consumption, it may not be amiss to consider here, for the benefit of our citizens who have given this subject little or no consideration, some of the reasons why manual training is now so strongly advocated for the public schools. I shall present, however, only a few, without elaborating to any extent the arguments in favor of these claims.

It is claimed for manual training:

of modern school organization, and which is a necessity, especially in cities and large towns, that the details of management shall assume too great importance and occupy time that should be given to the consideration of weightier matters. Certainly it should always be clearly before school authorities that all the machinery incident to the schools is for one purpose only, the promotion of the wellbeing of the pupils. Proper school houses are to be provided that the health of the children may be conserved; suitable teachers are to be placed in charge that the mental and moral attributes of the pupils may be properly developed and trained.

But the responsibility of educating children can never be thrust entirely upon the school and satisfactory results be obtained. The home must always have not only its own peculiar responsibilities in the matter, but its direct responsibility to the school. Nor must the church, as a very important factor, be forgotten. The school is the child's workshop, and he should so regard it. It should be made healthful and pleasant for him, to be sure, and all its associations should be elevating, so far as it is possible for the school authorities to make them so. But on the other hand, the duty rests with the parents to impress upon their children that they go to school to work; that in doing this work they will be brought into relation with others in a manner that will necessitate the surrender on their part of some of their desires; that this is a lesson which all must learn, for when they are grown and mingle with the larger world, they will be called upon to do the same. Some criticisms that are made upon the schools lead one to think that many are of the opinion that schools should cater to the whims and idiosyncrasies of children and not eradicate them. Complaints are too often listened to from children and judgments passed without due consideration of circumstances and effect. There is a growing and mistaken

instruction from an educational, as well as from a socia political standpoint, is a necessity. From an educationa standpoint it is necessary, because hand labor secures knowledge and understanding, which cannot be secured by mere observation, but which for mental training and for life is, however, of the highest importance. From a social, political, and pedagogical standpoint, it is indispensable, because hand labor serves in the forming of concepts which, for the peaceable intercourse of humanity, for moral conduct, and for the existence of the State, are of the greatest significance." I quote also from M. Jules Ferry, who, when French Minister of Public Instruction, said in a speech upon the occasion of laying the corner stone of the school for primary, superior, and professional instruction (at Paris): "We desire to ennoble labor. We have written this motto in large letters upon our programme, and we have chosen the surest, indeed the only, means of securing the recognition of the nobility of hand labor, not only from those who exercise it, but also from society as a whole. We have introduced hand labor into the school itself!

"Believe me, when the plane and file are accorded their place of honor by the side of the compass and the map and the text-book in history, and when they become the objects of rational and systematic instruction, only then will a great amount of prejudice die out, and much of the spirit of caste vanish away. Social peace will find a place upon the seats of the elementary school; and harmony, with her beaming light, will illuminate the future of the nation!"

When we see what industrial training in the schools is doing for France to-day, the words of her statesman prove to be more than a flight of oratory.

That manual or industrial training, whichever name may be applied to it, is to become a constituent and important part of public school instruction in this country there is no longer any doubt. The mistake that has been made, and is still being made, is that it is being started at the wrong end. It should begin at the bottom, and not at the top; with the kindergarten and not with the high school. The foundation must be laid before the talents and powers of the child become arrested in their development. For once arrested, it is hard to call them forth again and still harder to develop them. I think it has been well said that the order should be something like this: The genuine Froebelian kindergarten should be organically united to the school. Labor should stand in the foreground until the tenth year; from the tenth to the thirteenth year labor and instruction should be equal in importance; from the thirteenth to the fifteenth year instruction should be in the foreground. Labor should precede instruction until the thirteenth year, while from that time forward instruction should lead to labor.

If manual instruction is to become an essential part of our school instruction (and, as I have stated before, I think it is), it means a great deal. It means more than ordering such a course to be engrafted upon the school curriculum. It means a complete readjustment of the school organization and the preparation of teachers to take up this work. And, if this change is to come, why should not this fact be taken into consideration in the construction of all new school houses, and in the preparation of teachers for the new line of work. For I am earnest in the belief that this work, to be a success, must be done, at least in the elementary schools, in the same buildings where the other instruction is given, and under the general supervision of the principals of the schools. This is done in France, and we may well look to her experience for guidance in this matter.

The question is a far-reaching one, and one that calls for the most thoughtful consideration, both from school authorities and the public at large.

WHAT IS TO BE THE FUTURE OF THE SCHOOLS?

It is not with any expectation of being able to answer this question that I have raised it. But it is a question of serious moment. It concerns the family, the community, the State; it is a matter of financial interest to every tax-payer; it determines in a large measure the quality of the country's future citizenship. Is it not, then, worthy the thoughtful attention of every citizen? Should it not be approached by those who feel that there are wrong tendencies in the present line of school work with a spirit of earnest desire to seek the truth and assist in its attainment, and not in a censorious spirit that helps not, but rather injures the best efforts of those who are earnestly striving for the right.

The complexity of modern civilization makes it all the more difficult for the schools to prepare their pupils for the spheres of life that they are to occupy. The attempt to do so by the introduction of new branches of study is met by the cry, "Fads and fustian." It is claimed that the schools are being overloaded; that the pupils are being harassed with many things and the result will be that they will neither obtain knowledge nor mental grasp.

There is undoubtedly some occasion for this feeling and the school is unquestionably passing through a crucial period, as are many other affairs outside of the school. While experience is always a dear lesson, there seems to be no other way of solving this question of school policy except by experiment and constant readjustment. Most assuredly there is great danger, owing to the intricacies of modern school organization, and which is a necessity, especially in cities and large towns, that the details of management shall assume too great importance and occupy time that should be given to the consideration of weightier matters. Certainly it should always be clearly before school authorities that all the machinery incident to the schools is for one purpose only, the promotion of the well-being of the pupils. Proper school houses are to be provided that the health of the children may be conserved; suitable teachers are to be placed in charge that the mental and moral attributes of the pupils may be properly developed and trained.

But the responsibility of educating children can never be thrust entirely upon the school and satisfactory results be obtained. The home must always have not only its own peculiar responsibilities in the matter, but its direct responsibility to the school. Nor must the church, as a very important factor, be forgotten. The school is the child's workshop, and he should so regard it. It should be made healthful and pleasant for him, to be sure, and all its associations should be elevating, so far as it is possible for the school authorities to make them so. But on the other hand, the duty rests with the parents to impress upon their children that they go to school to work; that in doing this work they will be brought into relation with others in a manner that will necessitate the surrender on their part of some of their desires; that this is a lesson which all must learn, for when they are grown and mingle with the larger world, they will be called upon to do the same. Some criticisms that are made upon the schools lead one to think that many are of the opinion that schools should cater to the whims and idiosyncrasies of children and not eradicate them. Complaints are too often listened to from children and judgments passed without due consideration of circumstances and effect. There is a growing and mistaken

tendency to pamper children; to yield to their distaste for work rather than to encourage them to patient effort in accomplishing their daily tasks. The schools feel this tendency more than they ought. It is fatal to true progress.

What the future of the schools is to be will depend largely on what the public will have them. For the schools are very close to the people. Their will is but to be expressed and such changes as they desire will surely come.

In closing, I will say that the tendency is towards instruction which is concrete and practical, as opposed to that which is chiefly abstract. Whatever the future of the schools may be, their product should be wholesome, upright citizens, who shall recognize the value and dignity of honest labor and practice it, in whatsoever calling they may choose.

Respectfully submitted.

WILLIAM E. HATCH,

Superintendent of Schools.

LIST OF TEACHERS.

HIGH SCHOOL.

Summer street, between Mill and North streets.

Grade.					
	Ray Greene Huling, pr	incipal,	195	Cottage street,	\$2,750
	Charles T. Bonney, Jr.	., sub-master,	121	Washington st.,	1,600
	Charles R. Allen, scien	ice teacher,	1	Lincoln street,	1,500
1	Sarah D. Ottiwell, assi	istant,	184	Kempton street,	1,000
2	Elizabeth P. Briggs,	"	366	Union street,	900
2	Lydia J. Cranston,	44	81	North street,	900
3	Lucretia N. Smith,	44	72	Foster street,	900
3	Mabel W. Cleveland,	"	81	North street,	750
4	Mary E. Austin,		512	Kempton street,	900
4	Helen L. Hadley,	"	196	Grinnell street,	750
4	Emma K. Shaw,	"	72	High street,	900
	Katharine M. Crabtr	ee, drawing			
	teacher and assistant	in English,	256	Union street,	650
	John K. McAfee, milita	ry instructor,	63	Fifth street,	300

GRAMMAR SCHOOLS.

FIFTH STREET:

Fifth street, corner of Russell street.

	Allen F. Wood, principa	al,	111 Acushnet avenue, 1,90	00
5	Lydia A. Macreading,		17 Bonney street, 60	00
5	Harriet F. Hart,		233 Acushnet avenue, 60	00
6	Mary E. Allen,		25 Madison street, 60	00
6	Sarah E. Stoddard,	• 6	352 County street, 60	00
Ī	Emma A. McAfee,	**	63 Fifth street, 60	00
7	Janet Hunter,	64	55 North Sixth street, 60	00
8	Blanche W. Sheldon,		41 Fifth street, 5:	50
8	Mary A. Kane,	44	157 Grinnell street, 60	90
9	Grace L. Carver,		147 Acushnet avenue, 50	00
9	Nancy H. Brooks,	**	135 Fourth street, 60	00

SUPERINTENDENT'S REPORT.

MIDDLE STREET:

94

Summer street, between Elm and Middle streets.

Grade.				
	George II. Tripp, principal,		Fairhaven,	\$1,900
5	Agnes J. Dunlap, assi	istant,	117 Hillman street,	600
6	Katharine Commerford,	"	634 County street,	600
6	Etta M. Abbott,	"	103 School street,	600
7	Lucy B. Fish,	"	115 Maxfield street,	600
7	Julia C. Gifford,	• •	85 Fifth street,	450
8	Clara B. Watson,		37 Fifth street,	600
8	Maria B. Clark,	"	131 Chestnut street,	600
9	Mary R. Hinckley,	"	111 High street,	600
9	Clara S. Vincent,	"	233 Middle street,	600

PARKER STREET:

Parker street, near County street.

	Charles E. E. Mosher, principal,		92 High street,	1,900
5	Helen Ring, ass	istant,	271 Union street,	600
5	Anna L. Jennings,	"	115 Maxfield street,	600
6	Susan II. Lane,	"	264 Pleasant street,	550
6	Emma D. Larrabee,	"	Chestnut and Willis,	550
7	Martha A. Hemenway,	"	5 Lincoln street,	600
7	Regina M. Paul,	"	29 Parker street,	475
7	Elizabeth B. Brightman.		137 Chestnut street,	600
8	Mary W. Leymunion,	"	83 School street,	600
8	May L. Pettey,	"	22 Pope street,	600
8	Mariana N. Richmond,	"	34 High street,	600
9	Mary E. Sturtevant,		220 Summer street,	600
9	Lizzie E. Omey,	**	63 Thomas street,	550
9	Emily A. Delano,	• •	East Freetown,	575

THOMPSON STREET:

Thompson street, corner Crapo street.

7	Katharine N. Laphan	n, principal,	Union and Sixth sts	1,200
8	Cora B. Cleveland, as	sistant,	S1 North street,	475
8	Elizabeth Bennett,	66	46 State street,	475
9	Mary A. Macy,	66	72 Bedford street,	600
9	Daisy M. Butts,	44	116 Willis street,	475
10	Charlotte M. Allen,		118 Fifth street,	400
13	Leonora B. Hamlin,		South Orchard stree	t, 500

SUPERINTENDENT'S	REPORT.	

129 Hillman street,

48 Parker street,

91 Maxfield street,

11 Franklin street,

245 Cedar street,

97

8600

550

550

550

500

LINDE	STREET:		
Grade.	Linden stree	et, near Ash	land street.
	THE R. P. C.		
10	Elizabeth P. Spooner,	principal,	129 Hillma
11	Isabella Luscomb,		245 Cedar
12	Isadora Foster,	"	48 Parker
13	Lucy S. Leach,	"	91 Maxfle

Anna I. Dexter,

MERRIMAC STREET:

13

Merrimac street, corner of State street.

"

10 and	11 Sarah H. Hewins	, principal,	111 Merrimac street,	600
12	Addie West,	assistant,	232 Pleasant street,	550
13	Harriet S. Damon,	46	223 Pleasant street,	550

MAXFIELD STREET:

Maxfield street, corner of Pleasant street.

13	Mary B. White, principal,	57 Foster street,	600
12	Annie E. Pearce, assistant,	151 Hillman street,	550
11	Clara C. M. Gage, "	78 Mill street,	550
10	Mary E. Pasho, "	169 Grinnell street,	450

WILLIAM STREET:

William street, between Sixth and Eighth streets.

10	Eleanor Commerford, principal,	634 County street,	600
11	Mary J. Graham, assistant,	12 Court street,	550
12	Kate E. Cleary, "	61 Mechanics lane,	550
13	Amelia Lincoln, "	87 Walden street,	550

COUNTRY SCHOOLS.

ACUSHNET:

Acushnet avenue.

Charlotte C. Carr, principal,	56 Spring street,	700
Belle B. Wheeler, assistant,	2 Mt. Vernon stree	t, 550
Caroline O. Pierce, "	1 Spruce street,	550
CLARKS POINT:		
Julia A. Fay, principal,	685 South Water stree	et, 525
NORTH:		
Mary I. Ashley, principal,	Clifford,	600
Agnes E. Braley, special assistant,	Clifford,	320

13

CEDAR STREET:

Cedar str	reet.	corner	ωf	Mayfic	dd a	treet

Grade.		
10	Annie S. Homer, principal,	117 Hillman street,
11	Bessie P. Peirce, assistant,	124 Hillman street,
12	Abbie D. Whitney, "	59 Hill street,
12	Annie L. Edwards, "	62 North street,
13	Willetta B. Nickerson, "	21 Morgan street,
13	Mabel L. Hathaway, "	141 Summer street,

CEDAR GROVE STREET:

Cedar Grove street, near Acushnet avenue.

13	Lucy F. Clark, princ	ipal,	131 Chestnut street,
13	Mary J. Eldridge, as	sistant,	200 South Second stre
12	Edith K. Weeden,		614 County street.
12	Annie G. Brawley,		23 Washburn street,
11	Carrie A. Shaw,	66	Belleville,
10	Flora E. Estes,	"	535 Purchase street,
10 and	l 11 Sara M. Hatch,	• •	1213 Acushnet avenue

CANNONVILLE:

Rockdale avenue.

10 and 11 Adelaide J. McFarlin, principal,	Cottage and Kempto
12 and 13 Ethel W. Denham, assistant,	363 Cottage street.

DARTMOUTH STREET:

Dartmouth street, corner of Hickory street.

11	11 Isadore F. Eldridge, principal,		28 Sherman street,
10 and 11 M. Eva Schwall, assistant,		11 Bonney street,	
12	Edith M. B. Taber,	66	82 Walden street,
12	Annie F. Smith,	"	18 Bonney street,
13	Grace H. Potter,	44	4 Orchard street,
13	Sara H. Kelley,	"	24 Seventh street,
13	Nellie H. Cook,	"	6 South Ash street

FOURTH STREET:

Fourth street, corner of Madison street.

10	Sarah H. Cranston, principal,		81 North street.
11	Eliza II. Sanford,	assistant,	112 Fourth street,
12	Sarah E. Sears,	**	21 Griffin street,
11 an	d 12 Annie L. Macreading.	••	17 Bonney street,
13	Lillie C. Tillinghast.	••	16 Fifth street,
13	Grace Covell,		128 School street,

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SUPERINT	'ENDENT'	REPORT.

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	14.	1	E.F.	STE) L'	CT.	•

Linde	EN STREET:		
Grade.	Linden street, near Ash	land street.	
10	Elizabeth P. Spooner, principal,	129 Hillman street,	8 60
11	Isabella Luscomb.	245 Cedar street,	550
12	Isadora Foster, "	48 Parker street.	55
13	Lucy S. Leach, "	91 Maxfield street,	55
13	Anna I. Dexter,	11 Franklin street,	500
MERR	MAC STREET:		
	Merrimac street, corner of	f State street.	
10 and	l 11 Sarah H. Hewins, principal,	111 Merrimac street,	60
12	Addie West, assistant.	232 Pleasant street,	55
13	Harriet S. Damon, "	223 Pleasant street,	55
Maxi	FIELD STREET:		
	Maxfield street, corner of	Pleasant street.	
13	Mary B. White, principal,	57 Foster street,	60
12	Annie E. Pearce, assistant,	151 Hillman street,	55
11	Clara C. M. Gage, "	78 Mill street,	55
10	Mary E. Pasho, "	169 Grinnell street,	45
WILL	IAM STREET:		
	William street, between Sixth	and Eighth streets.	
10	Eleanor Commerford, principal,	634 County street,	60
11	Mary J. Graham, assistant,	12 Court street,	55
12	Kate E. Cleary, "	61 Mechanics lane,	อ ือ
13	Amelia Lincoln, "	87 Walden street,	55
	COUNTRY SCHO	OOLS.	
Acus	HNET:		
~	Acushnet aven	ue.	
Charle	otte C. Carr, principal,	56 Spring street,	70
pelle	B. Wheeler, assistant,	2 Mt. Vernon street,	ก้ก้
	ine O. Pierce, "	1 Spruce street,	อ้อ
	ks Point:		
Julia	A. Fay, principal,	685 South Water street	, 52
NORT			
Mary	I. Ashley, principal,	Clifford,	60
Agne	E. Braley, special assistant,	Clifford,	32

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90	

SUPERINTENDENT'S REPORT.

Fairhaven,

67 Parker street,

PLAINVILLE:	
Mary E. Haney, principal	•
ROCKDALE:	
Amelia F. Keen, principal	١,
	MILL SCI

HOOLS.

NORTH:

In Merrimac Street school building.

Emma R. Wentworth, principal, 117 Hillman street, \$15.50 per we Kate Sweet, assistant. 121 Kempton street, 11.25

SOUTH:

In Thompson Street school building.

493 County street, \$15.50 per we Lucy J. Remington, principal, Ruby M. Tripp, assistant, 407 Cedar street, 10.00

SPECIAL TEACHERS.

DRAWING:

Mary W. Gilbert, 20 Seventh street, \$1.

SINGING:

F. H. Butterfield, 40 Chestnut street, 1,

SEWING:

Carrie H. Richmond, 43 Fifth street. į 71 South Sixth street, : Eliza A. Smalley, 62 Fifth street, Gertrude II. Leonard,

EVENING DRAWING SCHOOL.

\$9.00 per we₌ George H. Nye, George A. Stetson, 7.00 Katharine M. Crabtree. 6.00

EVENING ELEMENTARY SCHOOLS.

FIFTH STREET:

Oliver W. Cobb,	\$ 9.00 per w∈
Mrs. C. T. Johnson,	4.12 "
Grace H. Potter,	4.12 "
Nancy H. Brooks.	4.12 "

Annie F. Smith,	\$4.12 per week.
Alice A. Taylor,	4.12 "
Kate Moore,	4.12 "
Nellie H. Cook,	4.12 "
Cora G. Bingley,	4.12 "
Belle Almy,	4.12 "
Sarah E. Stoddard,	4.12 "
Lizzie M. Briggs,	4.12 "
Julia C. Gifford,	4.12 "
Grace W. Russell,	4.12 "
Annie L. Burbank,	4.12 "
MERHIMAC STREET:	
Mary A. Kane,	9.00 per week.
Alice A. Richardson,	4.12 "
Blanche W. Sheldon,	4.12 "
Harriet L. Cornell,	4.12 "
Mabel L. Hathaway,	4.12 ''
Anna I. Hathaway,	4.12 ''
Sarah E. Kirwin,	4.12 "
Florence A. Poole,	4.12
Mary J. Eldridge,	4.12 "
PARKER STREET:	
George H. Tripp,	9.00 per week.
Grace C. Bates,	4.12 "
Leona M. Bosworth,	4.12 "
M Anna Taber,	4.12 "
Mary F Wilde,	4.12 "
Annie Murphy	4.12 "
Regina M. Paul,	4.12 "
Julia W. Corish,	4.12 "
	X.12
CEDAR GROVE STREET:	
Allen F. Wood,	9.00 per week.
Senas M. Briggs.	4.12 "
~~ Que G. Krawler	4.12 "
"Annie P. Slocum.	4.12 "
TS. J. E. Edwards.	4.12 ''
Marr W. Leymunion.	4.12 "
TV R. Hinckley.	4.12 "
Abbie R. Johnson.	4.12 "
r lora E. Estes.	4.12 ''
Isabelle S. Horr,	4.12 "

SUPERINTENDENT'S REPORT.

THOMPSON STREET:

100

Joseph P. Kennedy,	89.00 per week.
Mrs. S. C. Whelden,	4.12 •
Janet Hunter,	4.12 "
Emma Gartland,	4.12
Annie M. King,	4.12 **
Caroline E. Bonney,	4.12 "
Lena B. Hamblin,	4.12 "

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD.

TOGETHER WITH THE

Superintendent's Annual Report

FOR THE YEAR 1893.

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REPORT OF THE SECRETARY.

By direction of the School Committee, I submit to our fellow-citizens the following Report for the year 1893.

STATISTICS.

I. POPULATION AND VALUATION.

The population of th	ne city (census of 1880)	was	26,875
The population of the city (census of 1890) was			40,705
Estimated population	n of the city (Dec. 31, 1	893,) is	50,000
Valuation of taxable	property (1893) is		41,771,200
	II. SCHOOL CES	SUS.	
School census, May,	1892 (children between	five and fifteen	
vears of age).			8,(೫)5
School census, May,	1893 (children between	five and fifteen	
years of age),		9,466	
Increase during the	year (children between	five and fifteen	
years of age),	• • • • • • • • • • • • • • • • • • • •		861
	SCHOOL CENSUS BY	WARDS.	
	1892.	1893.	Gain.
Ward One,	2,882	3,280	398
Ward Two,	727	784	57
Ward Three,	698	741	43
Ward Four,	489	499	10
Ward Five,	790	827	37

3,019

8,605

Ward Six,

3,335

9,466

316

861

IN SCHOOL COMMITTEE,

Jan. 2, 1894 -

Voted, That the Secretary prepare the Annual Report of the School Board for the year 1893, and that 1,500 copies of the same be printed.

REPORT OF THE SECRETARY.

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II COUMNI OFFICE	

II. SCHOOL CENSUS.

school census, May, 1892 (children between five and fifteen years of age).	8,005
School census, May, 1893 (children between five and fifteen years of age),	9,466
Increase during the year (children between five and fifteen years of age),	861

SCHOOL CENSUS BY WARDS.

	1892.	1893.	Gain.
Ward One,	2,882	3,280	398
Ward Two.	727	784	57
Ward Three.	698	741	43
Ward Four,	489	499	10
Ward Five.	790	827	37
Ward Six,	3,019	3,335	316
	8,605	9,466	861

LOCATION OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.
AS REPORTED BY THE CENSUS OFFICERS.

	Attending Public Schools.	Attending Private and Parochial Schools.	Attending no School.
Ward One,	1.166	1,525	589
Ward Two,	475	170	139
Ward Three.	614	49	78
Ward Four,	386	47	66
Ward Five,	. 563	164	100
Ward Six,	1,988	723	624
	5,192	2,678	1,596

The school census returns give a fair idea of the growth of the city. The reports show that there was an increase of 861 children in the city from June 1, 1892, to June 1, 1893, between the ages of five and fifteen years. This was 147 more than the gain of the preceding year, and indicates a gain of population in the city of 5000 persons during 1893.

The reports reveal the fact also that there were 454 more pupils not attending school between the ages of five and fifteen years than in the years 1891-92. Of these the greater number were children who had either completed their school time and were at work, or who were under compulsory school age. Of the 1,596 reported as not attending school 1,214 were in Wards One and Six.

The census reports indicate also that the private and parochial schools made the largest percentage of gain in enrollment, while the reports to me from the teachers of those schools show a large decrease. I cannot undertake to explain this discrepancy. Doubtless many pupils are reported from both the public and parochial schools. A number of private and parochial schools are carried on in the city which have never been approved by the School Committee. Some of them are known to fall far short of State requirements, and the large number of pupils in them makes the question of their efficiency a very important one.

Without question there are but few children in the city between the ages of eight and fourteen years who do not attend school; but surely it is very unfortunate that so many children between the ages of five and eight are not in school. By absence from school at this period of their lives they lose valuable time and opportunity which can never be recovered.

III. SCHOOL ORGANIZATION.

1
1
5
12
5
2
_
26

IV. SCHOOL BUILDINGS.

Occupied by the schools,

ROOMS USED FOR SCHOOL PURPOSES (DAY SCHOOLS), INCLUDING HALLS AND RECITATION ROOMS.

High,	17
Training,	9
Grammar,	. 40
Primary.	72
Mill,	4
Country,	9
Manual Training,	1
Rooms unoccupied.	8
Total,	160

Rooms used for both day and evening schools, 25
Rooms used for Evening Drawing school, 3

V. SEATS.

	Seats Occupied.	Seats Unoccupied.
lligh school,	395	12
Grammar schools,	1,583	310
Primary schools,	3,184	301
Training schools,	347	38
Mill schools,	116	20
Country schools,	229	66
Total	5,854	747

SCHOOL REPORT.

VI. TEACHERS.

Whole number in service, Dec. 22, 1893:

High school,	13
Training school,	11
Grammar schools,	40
Primary schools,	74
Country schools,	7
Mill schools,	4
Special teachers.	6
Temporary assistants,	2
Evening schools,	59
Total,	216

VII. PUPILS.

DAY SCHOOLS, 1893.

Whole number of pupils enrolled of all ages,	6,884
Average number pupils belonging,	5,543
Average daily attendance,	4,985
Per cent. of attendance,	89.9
Number of half-days' absence.	207,257
Number cases tardiness,	15,429
Number cases dismissal,	26,545
Number cases truancy reported by teachers,	218
Number cases corporal punishment,	986
Number cases of suspension,	11
Half-days' absence of teachers.	1,322
Number cases tardiness by teachers.	134
Number visits made the schools by the Superintendent.	451
Number visits made the schools by the School Committee,	481
Number visits made the schools by parents and others,	2,064

EVENING SCHOOLS, 1893.

Whole number pupils enrolled,	2,632
Average number belonging.	1,198.8
Average nightly attendance,	943.3
Per cent. of attendance,	70.3
Total nights' absence.	12,456
Number of cases tardiness,	881
Number visits by Superintendent.	16
Number visits by School Committee,	. 118

EVENING DRAWING SCHOOL, 1893.

Whole number pupils enrolled,	135
Average number belonging,	59.6
Average nightly attendance,	46.2
Per cent. of attendance,	77
Number visits made by the Superintendent,	3
Number visits made by School Committee.	6

COST OF INSTRUCTION PER SCHOLAR BY SCHOOLS.

In this connection the cost of instruction per scholar is based upon the average number belonging to each school during the year, and the amount expended for hire of teachers, fuel, care of school houses, books and supplies (except those furnished from the income of the Sylvia Ann Howland fund), the term "care of school houses" including only the salaries of janitors.

Elsewhere in the Report is given the cost, by departments, of each pupil, based on the average number belonging and the total amount expended for the maintenance of each department during the year. This last computation furnishes basis upon which tuition of non-residents will be collected.

Table 1. This table is computed, as in former Reports, on the items classified above.

The cost of maintenance of each pupil in the	High school for
the year has been,	\$47.07
Grammar department:	
Fifth Street,	\$27.05
Middle Street,	26.39
Parker Street,	23.43
Thompson Street,	22.18
Cedar Grove Street,	15.71
larrington Training,	29.79
Primary department:	
Harrington Training,	\$23.62
Acushnet Avenue,	14.56
I. W. Benjamin.	17.97

Cedar Street,	\$19.28
Cedar Grove Street,	19.32
Cannonville,	19.36
Dartmouth Street,	17.43
Fourth Street,	17.52
S. A. Howland,	19.11
Linden Street,	17.21
Merrimac Street,	24.41
Maxfield Street,	19.89
Thompson Street,	17.42
Country schools:	
Acushnet,	\$29.80
Clark's Point,	25.80
North,	34.89
Plainville,	31.07
Rockdale,	28.19
Mill schools:	
North Mill,	\$35.88
South Mill,	27.33
Evening schools:	
Cedar Grove Street,	\$5.51
Fifth Street,	4.27
Merrimac Street,	5.73
Parker Street,	8.61
Thompson Street,	4.46
Evening Drawing,	12.29
The average cost of a	
Grammar school pupil was	\$24.69
Primary school pupil was	18.57
Country school pupil was	31.06
Mill school pupil was	31.07
Evening Elementary school pupil was	5.77
Evening Drawing school pupil was	12.29
The average cost of a day school pupil was	\$23.04

Table 2. The average cost per pupil, by departments, based on the average number belonging and total expenditures for each department, was as follows:

High school,	\$50 61
Grammar schools,	25.97
Primary schools,	20.17

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SCHOOL REPORT.

Country schools,	\$33.83
Mill schools,	35.23
Evening Elementary schools,	5.77
Evening Drawing school,	12.29
Average cost of a day school pupil,	\$24.78
Average cost of an Evening school pupil, including Drawing	
school,	5.56

RECEIPTS AND EXPENDITURES FOR 1893.

RECEIPTS.

EXPENDITURES. For teachers' salaries:	
	\$137,275.00
Manual Training school,	1,000.00
Cooking school,	600.00
Fitting and furnishing rooms at Dartmouth St., I. W. Benja min, and S. A. Howland schools,	1- 3,025.00
Special appropriations:	
Repairs of buildings and furniture,	8,000.00
Incidentals (including salaries of officers and janitors books, supplies, fuel, etc.),	8, 28,650.00
For teachers salaries,	\$96,000.00
General and special appropriations as follows:	

For teachers' salaries:	
1) av schools, \$94,051.57	
Evening schools, 4,739.43	
V	\$98.791.00
For incidentals:	
Salaries of officers, including truant officers and messenger.	\$5,549.99
Salaries of janitors, day and evening schools,	11,452.11
Fuel for schools,	7.042.80
Books and supplies,	4,027.59
leating apparatus,	1,847.53
Miscellaneous (including rent of School Committee rooms and	
other rooms used for school purposes, lighting evening	
schools, janitors' supplies, school furniture, etc.),	5.936.12
For repairs of buildings and furniture.	6.210.44
For fitting and furnishing new rooms at Dartmouth St., 1, W.	
Benjamin, and S. A. Howland schools.	2.839.28
For Cooking school,	561.10
For Manual Training,	11.57
	\$144,269.53

SCHOOL REPORT.

Summary:		
Receipts,	\$137,275.00	
Transferred from unappropriated funds,	5,967.20	
Unappropriated balance for manual training and		
cooking carried forward to 1894,	1,027.33	\$144,269.53
DOG FUND.		
Balance, Jan. 1, 1893,	\$3,195.04	
Received, Feb., 1893,	1,206.40	\$4,401.44
Expenditures for 1893,		1,095.16
Balance,		\$3,306.28
Received from non-resident pupils, which has been paid to City Treasurer and placed to		
account of unappropriated funds,	\$992.22	
Received from sale of books and supplies.	16.03	\$1.008.25
SYLVIA ANN HOWLAND EDUCAT	IONAL FU	ND.
Balance of income on hand, Jan. 1, 1893,		\$311.98
Interest for the year,		3,000.00
		\$3,311.98
Expenditures for the year,		3,104.73
Balance, Jan. 1, 1894,		\$207.25
Cost of books and supplies during 1893,		\$3,104.73
Cost of books and supplies in stock, Jan. 1, 1893,		189.23
		\$3,293.97
Cost of books and supplies charged to schools, 18	93,	\$2,953.55
Cost of books and supplies in stock, Jan. 1, 1894,		336.72
Cash receipts from sale of supplies,		3.69
		\$3,293,96
Disbursements to the several schools, a	ud otherwi	ien are as
follows:	and Otherwi	ini, aic as
High school.		\$480.36
Fifth Street Grammar school,		198.06
Middle Street Grammar school,		111.72
Parker Street Grammar school,		186.75
Thompson Street Grammar school.		168.26

Linden Street Primary school,	\$52.53
Merrimac Street Primary school,	57.34
Maxfield Street Primary school,	38.72
Cedar Street Primary school,	73.02
Acushnet Avenue Primary school.	73.23
S. A. Howland Primary school,	27.49
Fourth Street Primary school,	41.67
Dartmouth Street Primary school,	107.16
Cedar Grove Street Primary school,	281.38
Harrington Training school,	92.70
Acushnet school,	42.25
Cannonville Primary school,	13.11
Clark's Point school,	19.93
North school,	108.98
Plainville school,	17.36
Rockdale school,	87.79
North Mill school,	2.72
South Mill school,	2.31
I. W. Benjamin Primary school,	97.41
Drawing teacher,	.75
Care of musical instruments,	329.00
Express and freight,	76.00
Pedagogical library,	9.91
Covering and binding books,	90.69
Miscellaneous supplies,	55.95
Cash sales,	12.69
Stock on hand, Jan. 1, 1894,	336.72
	du 200 00

\$3,293.96

DETAILED STATEMENT.

Outlay by the School Committee from the income of the Sylvia Ann Howland fund, from Jan. 1, 1893, to Jan 1, 1894:

BOOKS AND PERIODICALS.

Amercan Book Co	\$84.71
Boston School Supply Co.,	57.21
Century Publishing Co.,	7.50
Educational Publishing Co.,	31.70
Educator, The	13.00
Ginn & Co.,	201.86
Goldthwaite, William M.	8.65
Houghton, Mifflin & Co.,	127.84
lleath, D. C. & Co.,	28.73

SCHOOL REPORT.

Hutchinson, H. S. & Co.,	\$148.36	
Harper & Bros.,	3.68	
Knowlton, McLeary & Co	3.00	
Lee & Shepard,	97. 99	
Leach, Shewell & Sanborn,	44.70	
Lothrop, D. & Co.,	.80	
Miller, Samuel E.	4.00	
Massachusetts Society for Prevention of Cruelty	r to	
Animals,	1.00	
N. E. Publishing Co.,	17.50	
Putnams, G. P. & Sons.	32,00	
Russell Publishing Co	2.00	
Silver, Burdett & Co	48.34	
Sheldon & Co.,	12.50	
Schoenhof & Co.,	8,60	
Taber, R. W.	121.76	
University Publishing Co	31.47	
Youths' Companion.	81.39	\$1,220.29
PEDAGOGICAL LIBRAR	Υ.	
Hutchinson, H. S. & Co.,	\$8.20	
Silver, Burdett & Co.,	.91	
Taber, R. W.	.80	9.91
MUSIC DEPARTMENT.		
Ditson, Oliver & Co.,	\$4.50	
Ginn & Co.,	354.64	
Heath, D. C. & Co	15.00	
Peirce, George	329.00	
Silver, Burdett & Co.,	77.81	
White, Smith & Co.,	13.60	794.55
BINDING AND COVERING B	BOOKS.	
Gammons, Charlotte M.	\$4.60	
Gibbs, Elizabeth	1.15	
Holden Patent Book Cover Co	249.57	
Kane. D. J.	66.14	
Merrick, Emma J.	4.60	
Perry, Geo. S. & Co.,	31.00	
Potter, Hattie	4,60	
Potter, Francis	4.60	
Watrous, Joseph	32.88	
Wing, Charles F.	1.00	400.14

SCHOOL REPORT.

PRIMARY DEPARTMENT.

Anthony, E. & Sons,	\$2.50	
Hammett, J. L.	5.32	
Perry. Geo. S. & Co.,	134.43	\$142.25
EXPRESS AND FREIG	GHT.	
Gray, Chas. A.	\$10.69	
Hatch & Co.,	36,50	
Heath, D. C. & Co.,	.25	
Jennings, W. A.	28.50	
Silver, Burdett & Co	.06	76.00
APPARATUS.		
Blossom, A. C.	\$5.00	
DeWolf & Vincent,	2.80	
Eimer & Amend,	3.22	
Franklin Educational Co	7.40	-
Hall, Thomas & Sons,	7.00	
Haskins, Chas. N.	5.00	
Haskins, Herbert H. K.	15.00	
N. B. Gas & Edison Light Co.,	.72	
Purrington, Brown and Richards,	1.60	
Strange, F. W.	4.50	
Stanley, N. A.	.50	52.74
MISCELLANEOUS		
Boston School Supply Co.,	\$57.00	
Bliss & Nye,	.30	
Blake, James E.	1.96	
Caproni, P. P. & Bro.,	12.93	
Educational Publishing Co.,	.84	
Franklin Educational Co.,	.10	
Frazer. Geo. B.	.50	
Ginn & Company,	8.50	
Hayes, N. P.	17.50	
Hammett, J. L.	142.00	
Hillman & Washburn,	7.95	
Heath, D. C. & Co.,	9.07	
Lumbard, A. M.	26.00	
McAllister T. H.	94.95	
Mercury Publishing Co.,	2.40	
Perry, George S. & Co.,	22.10	
Richter, George H. & Co.,	.75	
Taber, R. W.	4.00	408.85

\$3,104.73

The income of this fund has been expended, as in preceding years, in accordance with the terms of the bequest as interpreted by the Committee. This income is a relief in that amount to the sum required to carry on the schools: for the articles purchased for our schools from this fund, although not required by the State laws, are now considered necessities in well equipped schools and are furnished in the progressive cities from the general fund. If the income from this fund was reduced, either the schools would suffer, or it would be a simple shifting of the city's liabilities.

TEXT-BOOKS AND SUPPLIES.

STATEMENT.

Cost of books and supplies purchased during 1893.	\$4,027.59
Cost of books and supplies in stock, Jan. 1, 1893,	1.613.14
	\$5,640.73
Cost of books and supplies charged to schools in 1893,	\$4.328.52
Cost of books and supplies in stock, Jan. 1, 1894,	1,296.18
Cash receipts from sale of books and supplies,	16.03
	\$5,640.73

The cost in detail of books and supplies furnished the several schools for the year 1893 is as follows:

			Supplies.	Books.	Total.
High school,			\$509.77	\$487.47	\$997.24
Fifth Street Gramma	ır sche	ool,	274.15	271.12	545.27
Middle Street "	• •		216.90	227.15	444.05
Parker Street "	• •		256.61	266.93	523.54
Thompson St. "	••		181.99	64.32	246.31
Harrington Training	•••		88.30	55.03	143.33
Acushnet Avenue Pr	imary	school,	73.85	56.31	130.16
I. W. Benjamin		••	92.27	50.98	143.25
Cedar Street	• •	••	47.02	20.50	67.52
Cedar Grove Street	• •		91.65	101.13	192.78
Cannonville		••	21.13	11.11	32.24
Dartmouth Street	••	••	62.65	76.02	138.67
Fourth Street	••	••	45.69	26.11	71.80
Linden Street	••	••	28.09	23.56	51.65
Merrimac Street	••	• •	33.22	26.53	59.75

Maxfield Street Prin	mary sch	ool,	\$30.11	\$19.01	\$49.12
S. A. Howland	•	44	21.85	17.08	38.93
North Mill			12.20	4.68	16.88
South Mill			12.03	18.90	30.93
Acushnet		44	33.54	71.98	105.52
Clark's Point			19.24	6.95	26.19
North		4.4	25.59	29.27	54.86
Plainville		44	13.94	2.03	15.97
Rockdale		"	29.41	29.06	58.47
Cedar Grove Street	Evening	"	15.31	29.71	45.02
Parker Street	"	4.4	5.18	9.48	14.66
Fifth Street	4.4	4.4	7.94		7.94
Merrimac Street	4.4	4.4	5.94	12.76	18.70
Thompson Street			10.29	24.58	34.87
Evening Drawing		4.4	22.90	•	22.90
			\$2,288.76	\$2,039.76	\$4,328.52

The average cost per pupil in the different departments of the schools, for books and supplies, has been as follows:

High school,	\$2.58
Grammar schools,	1.14
Primary schools,	.34
Country schools,	1.28
Mill schools,	.45
Average for day schools,	.75
" evening schools,	.12
" " Drawing school.	.38

SCHOOL ACCOMMODATIONS.

In most rapidly growing cities it is a difficult matter for the School Department to secure accommodations for the pupils as soon as needed. If the School Department acts promptly there is usually delay on the part of the City Government in making the appropriations for the required buildings and contracting for the same.

New Bedford is no exception to this rule. Six rooms of the Acushnet Avenue school have been closed, and will remain so for some months, the pupils being without a school habitation for that time, owing to the delay in beginning the alterations in that building. Had the work been begun at the commencement of the summer vacation the present unfortunate situation might have been avoided to a great extent. When the addition is completed we shall have a ten-room building available, where formerly there was a six-room building.

The Fourth Street building, an old wooden structure of six rooms, is being replaced by a fine eight-room brick building. While this building is being erected the primary pupils of this district are accommodated in the Fifth Street Grammar building—the hall being utilized to provide for them—and in the abandoned William Street Primary school house.

The changes in the Acushnet Avenue school house, and the rebuilding of the Fourth Street school house, are in line of the recommendations made in last year's report. It is unfortunate, however, that so expensive a building as the new one of the Fourth Street school should be built upon a lot so small that every foot of ground space is occupied by the building, having no play-ground whatsoever. It is also so near the surrounding buildings that the free admission of light is interfered with, as well as a good circulation of air about the building.

In the south part of the city the facilities have been increased during the year by the addition of a room in the third story of the Thompson Street school house. The pupils of two rooms from the Acushnet Avenue school are now housed in the attic of the Thompson Street school house, necessitating the use of the front entry-way for one of the Mill schools. Practically, therefore, but one extra room, and that in the attic, will be at the disposal of the School Department in the south part of the city, with which to meet the natural increase the coming year. It is none too early to secure a suitable lot in that section upon which to erect a school house in the near future. Unless the city ceases to grow in that direction, a building will be needed there before it is built, and children will be clamoring for admission who cannot be accommodated.

In the north-west part of the city there is already an overflow, in the Linden Street building, and for more than a year a section of this school has been housed in a church on Weld street. The Linden Street school house is one of the few remaining in the city of the old type. It has low ceilings, one narrow hall, and no methods of ventilation, except by windows. While not seriously uncomfortable, it is old, inadequate in size, and not of such construction as to admit of enlargement.

In closing, I wish to emphasize the point that the School Committee does not recommend the construction of costly school houses. It considers the Thompson Street school house a good type. It is sufficiently ornate, is well lighted, has wide corridors, and the rooms are all attractive and comfortable. This building, with eight rooms and a roomy third story, wherein two rooms have since been fitted, cost less than \$30,000.

Respectfully submitted,
WILLIAM E. HATCH,
Secretary.

IN SCHOOL COMMITTEE,

December 29, 1893.

On motion of Mr. Godfrey:

Resolved, That the Board expresses its thanks to the Superintenden and Secretary for the faithful discharge of his duties and his uniform courtesy to the Committee.

On motion of Mrs. Borden:

Resolved, That the thanks of the Board are extended to Mayor Brockfor the ability and impartiality with which he has presided at the meeting of the year, and for his unvarying courtesy to the members.

On motion of Dr. Pothier:

Resolved,, That this Board thanks its Vice-Chairman for the dignity and urbanity with which he has performed the duties of his office during the past year.

NEW BEDFORD HIGH SCHOOL GRADUATING EXERCISES JUNE 30, 1893.

PRAYER.

- 1. DAMASCUS TRIUMPHAL MARCH, From "Naaman." (Costa.)
- 2. SALUTATORY ADDRESS,

Maud Almy.

- 3. ORATION, "The Rise of the Laboring Man," Clarence P. Emery.
 - MUSIC.
- 4. CHORUS, "Abide with Me." (Bennett.)
- 5. ESSAY, "The Utility of Fiction,"

Mabel P. Nichols.

MUSIC.

- 6. CHORUS, "Song of the Vikings." (Faning.)
- 7. BOURNE PRIZE ESSAY, "The Annexation of Hawaii,"

Carrie N. Ellis.

MUSIC.

- 8. PART SONG, "The Image of the Rose." (Reichardt.)
- 9. PRESENTATION OF DIPLOMAS, His Honor, Mayor Brock.
- 10. PARTING SONG. Words by Grace L. Bennett. Music arranged by C. Fred. Clarke, Jr.

We are gathered here, dear classmates, On our Graduation Day; We now pass the bounds of school-life, With its clouds and sunshine gay.

> 'Though our fondest ties we sever, As we breast life's troubled sea, We must part—perhaps forever. Farewell, Class of Ninety-Three.

What shall coming years accord us? Duties earnest, joy or care? Loving friendships, or sad burdens, Seeming oft too great to bear?

Ah! Life's sands are ever shifting:
Mists will fall 'twixt heart and heart,
As we watch our classmates drifting
Slowly, surely, far apart.

But faith sees a grand reunion
When we stand 'neath Heaven's dome,
When, our tasks and toils well ended,
The Great Teacher calls us home.

11. VALEDICTORY,*

Carrie N. Ellis.

*Charles N. Haskins, who, if present, would be the Valedictorian, is to-day taking examinations at the Mass. Institute of Technology.

GRADUATES.

"Be self-reliant."

Clayton Albiston, Joseph Henry Allen, Herbert Tompkins Blake, Thomas Jefferson Brady, Charles Frederick Clarke, Jr., Allen Swift Crocker, Clarence Percy Emery, Joseph Anthony Frasier. William Gordon, Charles Nelson Haskins, George Coggeshall Hatch, Jr., Charles Augustine Irving, Harrie Bradford Jennings, John McCullough Kelleher, Holder Crary Kirby, Edward Norris Milliken. Charles Alexander Morrison, Frank Winfred Morse, Frank Bridgham Perry. Frederic Russell Smith, William Boulay Smith, Jr., George Thomas Sperry, Rodolphus Ashley Swan, Everett Clifton Tripp, Frank Bertram Wade. Winfred Reuel Washburn, William Joshua Weeks.

Maud Almy, Ruth Potter Almy. Emma Ashley, Julia Bancroft, Grace Loring Bennett, Annie Deborah Borden, Estella May Carter. Maria Almy Chadwick,

Mabel Kempton Crapo, Susan Allen Croacher, Sadie Howard Dexter, Isabelle Eva Duddy, Carrie Naomi Ellis, Laura Ward Estes, Martha Ellen Evans, Amy Maria Fanning. Sarah Eliza Faunce, Ada Louise Field, Mary Eleanor Gibbs, Ida Augusta Gifford, Sarah Anthony Gifford, Helen Gertrude Harwood, Emma Louise Hathaway. Adaline Elzadah Hawes. Elizabeth Clarke Holmes, Grace Evelyn Johnson, Estella Elizabeth King, Laura Clarke McCabe. Mabel Parker Nichols, Esther Warren Paul, Annie Ellen Payne, Sadie Peckham, Mabel Maxfield Post. Anna Congdon Potter, Mary Church Potter, Mary Leonore Rogers, Addie Matthews Smalley, Mabel Florence Springer, Daisy Anita Sweet, Hattie Augusta Taylor, Grace Cushing Terry, Luella Richmond Tripp, Ruth Almyra Wilde.

SCHOOL REPORT.

RECIPIENTS OF CERTIFICATES.

Chapman Allen, Alvin Cutler, Bartlett Lewis, Helen Louise Reynolds. Annette Bird Russell, Mary Anna Taber.

NEW BEDFORD PUBLIC SCHOOLS. RATES OF TUITION FOR NON-RESIDENT PUPILS, 1894.

,	First Term.	Second Term.	Third Term.	For the Year.
High school,	\$15.18	\$15.18	\$20.25	\$50.61
Grammar schools,	7.80	7.79	10.38	25.96
Primary schools,	6.05	6.05	8.07	20.17
Ungraded schools,	10.14	10.14	13.55	33.83
Evening Drawing school,		<u> </u>		12.29

RULES GOVERNING TEACHERS' SALARIES.

\$2,750	
1,600	
1,600	
900	\$650
at	
	700
300	
1,900	
600	425
100 to 800	
550	375
1,500	
1,000	
4 per we	ek.
3 "	
25 to 700	•
3 per nig	ght.
1.50 "	-
ary	
1,200	
1,700	
600	
525	
600	
	300 1,900 600 00 to 800 550 1,500 1,000 4 per we 3 '' 25 to 700 3 per ni 1,50 '' ary 1,200 1,700 600 525

The salary of a primary school principal of a four-room unilding is \$600 per year, which is increased at the rate of \$25 for each additional room.

The salaries of assistant teachers in the High school are increased at the rate of \$50 per year until the maximum is reached.

The minimum yearly salary of a grammar school assistant is fixed at \$425, and the yearly advance is \$25 per year until a yearly salary of \$500 is reached; the annual increase is then \$50 per annum until the maximum (\$600) is reached.

The minimum yearly salary of a primary school assistant is fixed at \$375, and the yearly advance is \$25 per year until a Yearly salary of \$450 is reached; the annual increase is then \$50 per annum until the maximum (\$550) is reached.

DEPARTMENT OF PUBLIC SCHOOLS.

BRIEF DESCRIPTION OF THE SCHOOL HOUSES, WITH THEIR ACCOMMODATIONS AND CONDITIONS.

Schools.	Material.	No. of Stories. No. of School Rooms. No. of Recitation Rooms. No. of Assembly Halls.	No. of Seats.	CONDITION.
1 Acushnet Avenue, 2 Acushnet, 3 I. W. Benjamin, 4 Cedar Street, 5 Cedar Grove Street. 6 Cannonville. 7 Clark's Point, 8 Dartmouth Street, 10 Fourth Street, 11 High, 12 Harrington Training, 13 Sylvia Ann Howland, 14 Linden Street, 16 Merrimac Street, 16 Middle Street, 17 Maxfield Street, 18 North, 19 Parker Street,	wood, brick, brick, brick, wood,	2 9 2 3 3 12 2 6 3 15 2 2 1 1 1 2 8 3 10 1 3 8 1 3 6 2 4 2 6 3 9 1 1 2 4 1 1 2 1 1 1 1 2 1 1 1 1 2 1 1 1 1 2 1 1 1 1 2 1	114 G 589 G 287 G 692 G 35 F 392 G 490 G 18 407 G 385 G 196 G 234 F 270 G 203 G 68 G	ood. ood. ood. air. air. ood. ood. [room br'k bldg. being replaced by an 8- ood. ood. ood. ood. ood. ood. ood. ood
20 Plainville, 21 Rockdale,	brick, wood, wood, brick, wood,	3 12 1 1 1, 1 1 2 3 11 2 2 4	28 F 50 G 424 G	air. ood.

No. Visits by others.	36 378 118 228 119	88 68 7 4 2 2 8 8 6 7 4	5 7 6 1 2 8 8 E .	54850	2,902
No. Visits hy Members Committee.	25 8 8 12 05 a 4	34 24 25 25 25 25 25 25 25 25 25 25 25 25 25	400000451	7924460	712
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Times Teacher was Tardy.	₩ 5 4 æ x	基のまたり	2 7 7 N	6a - ·	134
Half-Days Teacher was Absent.		170 74 153 6	20 5 8 8 0 4 1	5 % o I 3 L 3	1,322
Yo. Cases of Corporal Punishment.	÷ = = * = *	212384	2-24-6-15	· · · ·	986
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No. Cases of Truancy.	21 m 0 9	ت س س تا	2 3174046	÷ + -	218
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Tall IsloT sonesdA syst	3,964 10,622 15,608 12,312	23,699 23,694 23,008 24,804 24,801	54.50 54.50 56.00	22.22.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.	217257 15.429 26,545 194535 12,855 18,422
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. School.	rammar, ", ", ", ", ", Primary, rammar.	Primary, ve. Primary, min " e St. " Grammar,	. p	!	Totals,
NAME OF SCHOOL	2 Fifth Street Gramma 3 Middle " 4 Parker " 5 Thompson St. " 6 Thompson St. Prima 7 Harrington Gramma	8 " Primary, 9 Acushnet Ave. Primary 10 I. W. Benjamin " 11 Cedar Grove St. " 12 " Gram	Canar Street Prima Cannonville Dartmouth St S. A. Howland Linden St Merrimac St Maxield St	North Mill, South Mill, Clark's Point, North. Plainville. Rockdale.	Grand Totals, 1802,
	- N 10 4 10 10 F	œ œ <u>e E 2</u> 22			(

1893.	No. Visits by Parents and others.			14			
53,	No. Visits by Members of Committee.	•. <u>.</u>	183	2 23	+	118	9
	o. Visits by Superintendent.	N	=	7	ĸ	न्न	353
EMB	imes Teache was Tardy	L	79 ?	9 —	24	1-	
DECI	Nights Teacher was		18	-	12	32	_
[6	o. Cases of Dismissal.	N	00 1	=		30	
DIN	o. Cases of Tardiness.	N	218	87	200	88	
9, 1893, ENDING DECEMBER	encence.	L	2,567	1,335	1,075	12,456	
9, 18	er Cent. of Attendance.	ь	82.2	81.4	79.1		11
	rerage Nightly Attendance.	¥	307	130.3	69.6 214.4	943.3	46.2 77
BEGINNING JANUARY	verage No. Belonging.	·¥	363	158.8	93.2 271.4	1198.8	9.69
NING	ral ment.	Girls.	313	18	85 278	960	13
BEGIN	Total Enrollment	Boys. Girls.	468	277	159 411	1682	122
R YEAR	NAME OF SCHOOL.		Cedar Grove Street,	Merrimac Street,	Parker Street, Thompson Street,		Evening Drawing,

CALENDAR, 1894.

Winter term begins Jan. 8, 1894; ends March 30, 1894. Summer term begins April 9, 1894; ends June 29, 1894. Fall term begins Sept. 4, 1894; ends Dec. 21, 1894.

VACATIONS.

March 31, 1894, to April 8, 1894. June 30, 1894, to Sept. 4, 1894. Dec. 22, 1894, to Jan. 7, 1895.

HOLIDAYS.

Every Saturday; Washington's Birthday; Fast Day; Memorial Day; from Wednesday noon before Thanksgiving the remainder of the week.

SCHOOL SESSIONS.

From March 1 to November 1, 9 a. m. to 11.45 a. m., and 2 P. m. to 4.15 P. m., in the grammar schools; 9 a. m. to 12 m., and 2 P. m. to 4 P. m., in the primary schools.

From November 1 to March 1, the afternoon sessions are from 1.30 o'clock to 3.45 o'clock in the grammar and 1.30 to 3.30 in the primary schools.

High school, 8.30 A. M. to 1.30 P. M., during the whole year.

The signal 22 (that is, two strokes, an interval, and the two strokes repeated) sounded on the fire alarm at 8.15 A. M. will indicate no school in the primary and grammar grades and in the Acushnet school in the forenoon. The same signal sounded at 12.45 P. M. will indicate no school in the primary and grammar grades and in the Acushnet school in the afternoon. If the signal is sounded at 8.15 A. M. and not repeated at 12.45 P. M., there will be a school session in the afternoon. This regulation does not apply to the High school or to the country schools except the Acushnet school.

TEXT-BOOKS USED IN THE HIGH SCHOOL.

Appleton's Young Chemist. Remsen's Chemistry. Dalton's Physiology and Hygiene. Dana's Geological Story Briefly Told. Gillet & Rolfe's Astronomy. Packard's Zoology. Avery's Natural Philosophy. Youman's Botany. Apgar's Plant Analysis. Guvot's Physical Geography. Robinson's Arithmetic, Part II. Wentworth's Elementary Algebra. Wentworth's School Algebra. Wentworth's New Plane Geometry. Wentworth's Plane and Solid Geometry. Wentworth's Plane Trigonometry. Meservey's Bookkeeping. Meservey's Bookkeeping Blanks. D. J. Hill's Rhetoric and Composition. Lockwood's English. Hutchison's Physiology and Hygiene. Underwood's American Authors. Underwood's British Authors. Brook's English Literature. Dowden's Shakespeare. Monroe's Sixth Reader. Barnes' History of Ancient Peoples. Swinton's Outlines World's History. Martin's Civil Government. Collar & Daniell's Beginners' Latin Book. Jones' First Lessons in Latin. Harkness' Latin Grammar. Allen & Greenough's Casar. Greenough's Virgil. Harkness' Cicero. Jones' Latin Prose Composition. White's First Lessons in Greek. Goodwin's Greek Grammar. Jones' Greek Prose Composition. Goodwin's Zenophon and Herodotus. Boise's Homer's Iliad.

Autenrieth's Homeric Lexicon. Crosby's Greek Lexicon. Van Daell's French Grammar.
Keetel's French Reader.
Roulier's First Book French Composition.
Hennequin's Idiomatic French.
Spiers & Surenne's French Dictionary.
Sauveur's Causeries avec mes Elèves.
Wenckebach's Deutsche Grammatik.
Heness' Der Neue Leitfaden.
Grimm's Haus Märchen.
Goethe's Hermann and Dorothea.
Ahn Henn's German Rudiments.
Otto's German Grammar.

TEXT-BOOKS USED IN THE GRAMMAR SCHOOLS.

Franklin New Third Reader. Franklin New Fourth Reader. Franklin New Fifth Reader. Franklin Sixth Reader. Bradbury's Eaton's Elementary Arithmetic. Bradbury's Eaton's Practical Arithmetic. Seaver and Walton's Mental Arithmetic. Warren's Common School Geography. Harper's Introductory Geography. Worcester's School Dictionary. Barnes' History U. S. Hyde's Language Lessons, Part I. Hyde's Language Lessons, Part II. Hyde's Language Lessons, Advanced. Harrington's Speller, Parts I and II. Child's Health Primer. Prang's Drawing Books. Harper's Writing Books.

TEXT-BOOKS USED IN THE PRIMARY SCHOOLS.

Franklin New First Reader. Franklin New Second Reader. Franklin New Third Reader. Harrington's Speller, Part I. Prang's Drawing Books. Harper's Writing Books.

SUPPLEMENTARY BOOKS FOR READING AND STUDY USED IN THE GRAMMAR SCHOOLS.

Eggleston's First Book in American History. Higginson's History of the United States. Goodrich's Child's History of the United States. Dickens' Child's History of England. Andersen's Historical Reader. Collier's British History. McKenzie's America. Ballou's Footprints of Travel. Sea Side and Way Side, Part 2. Sea Side and Way Side, Part 3. Child's Book of Nature, Parts 1, 2, 3, 4. Choice Readings in Nature's Book. Johonnot's Geographical Reader. Scribner's Geographical Reader. Our World, Part 1. Our World, Part 2. Fables and Folk Stories. Kingsley's Water Babies. Longfellow Leaflets. Tanglewood Tales. Grandfather's Chair. True Stories. Robinson Crusoe. Golden Book of Choice Readings. American Authors. Swinton's Book of Tales. Swinton's Supplementary Reader. Swinton's American Classics. Swinton's English Classics. Swiss Family Robinson. McGuffey's Fourth Reader. McGuffey's Fifth Reader. McGuffev's Sixth Reader. Harvey's Fourth Reader. Sheldon's Fourth Reader. Sheldon's Fifth Reader. Royal Fourth Reader. Washington Irving's Sketch Book. Lincoln's Gettysburg.

Arabian Nights. Vicar of Wakefield.

King of the Golden River. Church's Old World Stories. Hans Brinker. Black Beauty. Little Men. Little Flower People. Little Lord Fauntleroy. Heroic Ballads. At the Back of the North Wind. Stories of Industry. Blue Jackets of 1776. Blue Jackets of 1812. Blue Jackets of 1861. World at Home, Europe. World at Home, The World. Peasant and Prince. Prince and Pauper.

SUPPLEMENTARY READING BOOKS USED IN THE PRIMARY SCHOOLS.

Monroe's Primer. Monroe's First Reader. Monroe's Second Reader. Monroe's Third Reader. Parker & Marvel's First Book. Parker & Marvel's Second Book. Sheldon's Second Reader. Sheldon's Third Reader. Appleton's First Reader. Appleton's Second Reader. Appleton's Third Reader. Swinton's Second Reader. Swinton's Third Reader. Willson's First Reader. . Willson's Second Reader. Willson's Third Reader. Butler's First Reader. Butler's Second Reader. . Stickney's First Reader. Stickney's Second Reader. Holmes' First Reader. Holmes' Second Reader. Harper's First Reader.

Harper's Second Reader. Normal Primer. Normal First Reader. Barnes's First Reader. Barnes's Second Reader. Barnes's Third Reader. Modern Second Reader. First Term's Work in Reading. Easy Steps for Little Feet. Seven Little Sisters. Each and All. Andersen's Fairy Tales. Robinson Crusoe (in one syllable). King's Picturesque Geography. Sea Side and Way Side, Part 1. Baker's Young Folks' Geography.

SUPPLEMENTARY BOOKS USED IN THE HIGH SCHOOL.

Wells' University Algebra. Chauvenet's Geometry. Walpole's Vergil, Book 1. Sprague's Masterpieces in English Literature. Scott's Poems. Rolfe's Lady of the Lake. Sprague's Paradise Lost, Books 1 and 2. Hudson's Shakespeare, Vols. 1 and 2. Rolfe's Midsummer Night's Dream. Rolfe's Childe Harold. Collier's History of English Literature. Lay of the Last Minstrel. Vicar of Wakefield. The Merchant of Venice. Shakespeare, by R. Grant White. Martin's English Language. Strang's Exercises in English. Modern Classics: Goldsmith, Cowper and Heman's. Fouque and St. Pierre. Byron and Hood. Tennyson.

Burns and Scott.

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Fields and Hawthorne.
  Holmes and Brown.
  Howells.
  Campbell and Rogers.
  Carlyle, Lamb and Southey.
  Wordsworth and Coleridge.
 Dickens and Fields.
 Longfellow.
 Whittier.
 Lowell.
 Hawthorne and Carlyle.
ackeray's Essays on Swift, Congreve, and Steele.
caulay's Life and Writings of Addison.
e Four Georges, Thackeray.
ackeray's Essays on Prior, Gay, Pope, Hogarth, Smollette, Fielding,
sterne and Goldsmith.
iton and Byron, Macaulay.
 Roger de Colerly, from Spectator.
caulay's Essay on Johnson.
caulay's Essays on Goldsmith, Bunyan and Madame D'Arblay.
ldsmith's Plays.
ldsmith's Poems.
ath's German Dictionary.
isen's German Prose.
nebach's Anschauung's Unterricht.
s dem Legen eines Taugenichts, Eichendorff.
nson's Schiller's Ballads.
iver's Contes Merveilleux.
Roi des Montagnes, About.
Littérature Française Contemporaine, by Pylodet.
Littérature Française Classique, Mennechet.
erson's Essays.
inton's Word Analysis.
inton's School Composition.
ing's Sketch Book.
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derson's Historical Readers.
Tour de la France.
rv's Bible Manual.
iver and Walton's Metric System.
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idel Etymology, Webb.

Kellogg's Rhetoric. Smith's Principia Latina. Craik's English of Shakespeare, Julius Cæsar. Jackson's Mathematical Geography. Super's French Reader. Merimee's Columba. Von Riehl's Der Fluch der Schonheit. Shaler's First Book in Geology. Collar's Practical Latin Composition. Grey's Lessons in Botany. Woodruff's Exercises in Greek Prose Composition. Sir Roger de Coverly Papers. Earl of Chatham, Macaulay. Courtship of Miles Standish. Emerson's American Scholar. Comus. Lodge's Mechanics. Allen's Laboratory Manual. Hall and Bergen's Physics. The House of the Seven Gables. Fisk's Civil Government. Luquien's French Prose. Hermann and Dorothea.

SCHOOL BOARD, 1893.

JETHRO C. BROCK, Mayor, Chairman, ex-officio.

WILLIAM H. PITMAN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.

SAMUEL C. HART, President of Common Council, ex-officio.

Ward 1-Anna R. Borden, John H. Lowe, Lewis E. Bentlev.

Ward 2-Edward T. Tucker, Isaac B. Tompkins, Jr., Frank A. Milliken.

Ward 3-Stephen H. Shepherd, William R. Channing, William H. Pitman.

Ward 4-George H. Dunbar, William E. Brownell, Seth W. Godfrey.

Ward 5-Robert W. Taber, Jonathan Howland, Jr., William L. Sayer.

Ward 6-Joseph C. Pothier, Betsey B. Winslow, Francis M. Kennedy.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

The first named on each standing committee is Chairman of the same.

On High School-Pitman, Dunbar, Miss Winslow, Mrs. Borden, Tomp-kins, Shepherd, Sayer, Howland.

On Grammar Schools-Tompkins, Pitman, Howland, Dunbar, Mrs. Borden, Lowe, Sayer, Milliken, Channing.

On Primary Schools—Shepherd, Pitman, Tompkins, Miss Winslow, Kennedy, Godfrey, Channing, Mrs. Borden, Tucker.

On Country Schools-Lowe, Brownell, Taber, Bentley, Pothier, Tucker.

On Training School—Pitman, Kennedy, Milliken, Sayer, Channing, Brownell, Miss Winslow.

On Truants-Godfrey, Channing, Milliken, Pothier, Bentley.

On Mill Schools-Mrs. Borden, Howland, Lowe, Godfrey, Brownell, Bentley.

On Evening Schools-Kennedy, Lowe, Godfrey, Milliken, Channing, Tucker, Bentley.

On Music-Milliken, Godfrey, Shepherd, Brownell, Taber, Pothier.

On Manual Training—Sayer, Miss Winslow, Dunbar, Godfrey, Ken-Dedy, Mrs. Borden, Tucker, Pothier.

On Examination of Teachers—Dunbar, Kennedy, Miss Winslow, Mrs. Borden, Pitman, Tucker, Brownell.

On Text-Books-Pitman, Kennedy, Milliken, Sayer, Brownell, Taber.

On Expenditures—Howland, Tompkins, Pitman, Lowe, Shepherd, Kennedy, Milliken, Taber, Hart.

On Howland Fund—Howland, Tompkins, Pitman, Dunbar, Kennedy, Shepherd, Taber, Hart.

On Rules-Pitman, Dunbar, Howland, Tompkins.

On Pay-Rolls-Tompkins, Howland, Taber.

SCHOOL BOARD, 1894.

STEPHEN A. BROWNELL, Mayor, Chairman, ex-officio.

ROBERT W. TABER, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent. Office, 133 William Street.

Office Hours, 8:30 to 9 A. M., 12:30 to 1 P. M.

Saturdays, 9 to 9.30 A . 34 -

JOHN H. BARROWS, President of the Common Council, ex-offic FO -Regular meetings of the Board, first Monday of each month at 7.30 r. m.

WARD ONE

	WARD ONE.	
Name.	Place of Business.	Residence.
Louis Z. Normandin.	584 Purchase street,	586 Purchase street.
Anna R. Borden,		Ashland and Austin ≠ ==
John H. Lowe,	925 Acushnet avenue,	931 Acushnet avenue.
	WARD TWO.	
Frank A. Milliken.	43 William street,	290 Pleasant street.
Edward T. Tucker,	285 Pleasant street,	285 Pleasant street.
Isaac B. Tompkins, Jr.,	78 Union street,	691 County street.
	WARD THREE.	
William H. Pitman,	Five Cents Savings Bank	, 60 Chestnut street.
Stephen H. Shepherd,	Standard Office,	82 Maxfield street.
William R. Channing,	192 Union street,	91 Mill street.
	WARD FOUR.	
Seth W. Godfrey.		429 Union street.
George H. Batchelor,		187 Cottage street.
William E. Brownell,	271 Union street.	271 Union street.
	WARD FIVE.	
William L. Saver,	Mercury Office,	76 South Sixth street.
Robert W. Taber,	Purchase and High sts.,	
Jonathan Howland, Jr.,		54 Russell street.
•	WARD SIX.	
Francis M. Kennedy,	Eddy Building,	93 Washington street.
Joseph C. Pothier.	246 Fourth street,	246 Fourth street.
Betsey B. Winslow.	•	315 County street.
•		

EMMA M. ALMY, Superintendent's Clerk.

HENRY SMITH, Truant Officer, 372 Cottage street.
Office Hours, 12:30 to 1 P. M.; Saturdays, 9 to 9:30 A. M.

GEORGE K. DAMMON, Messenger and Truant Officer, 137 Smith = t

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

The first named on each standing committee is Chairman of the same.

- On High School-Pitman, Miss Winslow, Mrs. Borden, Tompkins, Shepherd, Sayer, Howland.
- On Grammar Schools-Tompkins, Pitman, Howland, Lowe, Mrs. Borden, Sayer, Milliken, Channing.
- On Primary Schools—Shepherd, Tompkins, Miss Winslow, Mrs. Borden, Kennedy, Godfrey, Channing, Tucker, Taber.
- On Ungraded Schools-Lowe, Mrs. Borden, Howland, Brownell, Taber, Pothier, Godfrey, Tucker, Normandin.
- On Training School-Milliken, Kennedy, Pitman, Sayer, Channing, Brownell, Miss Winslow, Pothier.
 - On Truants-Godfrey, Channing, Tucker, Pothier, Normandin.
- On Evening Schools-Kennedy, Lowe, Godfrey, Channing, Tucker, Pothier, Normandin.
- On Music-Mrs. Borden, Godfrey, Shepherd, Brownell, Taber, Pothier,
- On Manual Training-Sayer, Miss Winslow, Godfrey, Mrs. Borden, Tucker, Normandin, Kennedy.
- On Examination of Teachers—Miss Winslow, Mrs. Borden, Tucker, Brownell, Milliken.
- On Text-Books-Pitman, Kennedy, Milliken, Lowe, Sayer, Brownell, Pothier, Tucker.
- On Expenditures—Howland, Tompkins, Pitman, Lowe, Shepherd, Kennedy, Milliken, Taber, Barrows.
- On Howland Fund—Tompkins, Pitman, Shepherd, Kennedy, Taber, Howland, Barrows, Milliken.
 - On Rules-Taber, Milliken.
 - On Pay-Rolls-Tompkins, Howland, Taber.



ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1893.

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Report of the Superintendent.

To the School Committee:

Ladies and Gentlemen, — I hereby submit to you my sixth annual Report. It is the thirty-third of the series of Annual Reports of the Superintendent of Schools of the city. By a tote of your Board, this Report, together with that of the Secretary, is to constitute the Annual Report of the School Committee.

A retrospect of the work of the schools for the year just losed is in the main satisfactory; certain matters, however, onnected with their administration, especially during the first part of the year, marred somewhat the harmony of affairs. But I am earnest in the belief that the atmosphere has been cleared and the schools placed on a healthier plane than they have been for some years. Some weaknesses have been remedied, and lines of work projected for several years past have been put into operation, which will increase the working power of the schools.

The principals are exercising a more efficient supervision than formerly, thereby insuring a nearer approach to unity in the work not only of their own schools, but of the whole system; and the teachers are striving more than ever to inculcate in their pupils the feeling that earnestness of purpose guided by right motives is the cardinal principle of success, whether in the limited sphere of the school world or the greater world without.

Unfortunately the progress of the pupils in two schools has been seriously interfered with by the delay in furnishing the school department adequate accommodations; for this, however, the school authorities are in no wise responsible. It is to be hoped that such a condition of affairs will not occur again, and certainly it can be avoided by prompter action in the future on the part of the city government.

It is my intention in this Report to set forth more fully the lines of work followed out in the schools than I have done in preceding Reports, and I most respectfully invite your earnest attention and that of all our fellow citizens to the same.

ENROLLMENT AND ATTENDANCE OF PUPILS.

The gain in enrollment for the year just closed was large as shown below; but it was only two-thirds as much as that of the preceding year, which was somewhat abnormal.

Below is given a comparative statement of the enrollment and attendance of pupils in all the schools of the city, the data of the private and parochial schools being courteously furnished by the principals and teachers of those schools.

PUBLIC SCHOOLS.

	1893.	1892.	Gain.
Enrollment,	6,884	6,713	171
Average number belonging,	5,543	5,379	164
Average daily attendance,	4,986	4,822	164
Per cent, of attendance,	90	89.9	.1

PRIVATE AND PAROCHIAL SCHOOLS.

	1893.	1892.	Loss.
Enrollment,	2,922	3,248	326
Average number belonging.	2,694	2,821	127
Average daily attendance,	2,281	2,430	149
Per cent, of daily attendance,	85	86	.1

PUBLIC, PRIVATE AND PAROCHIAL SCHOOLS.

	1893.	1892.	
Enrollment,	9,806	9,961	Loss 155
Average number belonging,	8,237	8,200	Gain 37
Average daily attendance,	7,267	7,252	Gain 15
Per cent. of daily attendance,	88	88	

In my report last year I stated that I felt sure a mistake was made in the reports of some of the parochial schools in their enrollment. The reports this year confirm that opinion, as a disproportionate loss is shown in the enrollment as compared with the items of "average number belonging" and "average daily attendance." I have no way of testing the accuracy of the reports given me by the private and parochial schools, and estimate some of them as approximate only, but possessing value as showing the trend toward that form of education. Neither do I intend to intimate that any of these returns are given inaccurately for the purpose of making a good showing, for I am sure that such is not the case. I account for the apparent discrepancies in this way: that the system of keeping the records in some of these schools is not worked out so earefully as in the public schools; in the latter great care is exercised in revision of the reports to prevent errors, and yet they occur. All reports the past year, however, show that the parochial schools have lost in numbers, while the public schools have gained appreciably.

While it is to be greatly regretted that so many of our fellow citizens see fit to withdraw their children from the public schools for the purposes of education, it is a still greater source of regret that many of these schools are far below the public schools in their standards of education. Some of them do not answer the conditions of the State laws, even so far as their essential organization and instruction are concerned. I have directed the attention of your Committee to this condition of affairs before, and I feel that I should fail in my duty if I should let it go unnoticed in this Report.

TRUANCY.

The teachers report 218 cases of truancy for the year, as against 197 for the previous one. These figures do not show the actual number of different pupils who have been truants, as several cases may be chargeable to one individual. On the other hand, there are cases unquestionably that escape the knowledge of the teachers, careful as they are. With the increased size of the city and the establishment of parochial schools, the task of ferreting out truants is much greater than when the city was smaller and nearly all the pupils were enrolled in the public schools. The truant officers, however, are faithful and vigilant, and few guilty ones escape their attention.

Five commitments were made to the County Truant school at Walpole during the year, and there are at present nine truants in that school from New Bedford. I have not traced the career of the pupils who have been sent to the truant school after their release, but individual cases have come to my knowledge which show the good effect of the school. From personal observation I know the school to be well conducted, and a year or two spent there by the truants saves many of them from a career of criminality.

The reports of the truant officers are subjoined.

REPORT OF HENRY SMITH, TRUANT OFFICER.

Schools visited,		1,459
Absences reported by teachers,		763
Absences without permission of parents,		117
Second offences.	1	24
Third offences.		13
Parents notified.		819
Taken to school from street,		20
Arrests,		6
Prosecutions,		8
On probation,		1

SUPERINTENDENT'S REPORT.	45
Sentenced to Truant school,	5
Visits to mills,	47
Violations of labor law,	4
REPORT OF GEORGE K. DAMMON, TRUANT OFF	ICER.
Families visited,	18
Cases of absences investigated from evening schools,	717

Visits to mills and mercantile establishments in relation to labor law,

Violations of labor law,

The work of the truant officers is divided as follows: Mr. Smith gives his attention mainly to investigating cases of absence from the public day schools and the prosecution of truants. He also attends to cases of truancy that occur in the parochial schools when requested to do so. He occasionally visits the mills and mercantile establishments. Mr. Dammon gives but part of his time to the duties of truant officer. He investigates all cases of absence in the evening schools which call for investigation. He visits the mills and mercantile establishments frequently on matters relating to labor laws; the remainder of his time is given to the duties of messenger and janitor of the School Committee rooms, the duties of which in these days of free text-books and supplies are not light.

EMPLOYMENT CERTIFICATES.

In my Report last year I directed the attention of the School Board to the fact that there were a number of schools in the city that had not been approved by the Board, and that pupils from those schools applying for certificates to work were not entitled to them under the statutes of the State. Although a special committee was appointed by the Board to consider the matter no definite action has been taken, and your Superintendent is still embarrassed by existing conditions in issuing certificates. I hope this vexing question will receive the early attention of the Board.

The following statistics will give some idea of the demands made upon the Superintendent's office during the year in this one matter alone. But they fail to give a complete knowledge. Many certificates are refused, and the time required in examining the applications and explaining the reasons for refusal is not of slight moment.

Number of certificates issued,		644
For the first time,	627	
Duplicate certificates,	17	644
Birthplace of those to whom certificates were issued:		
United States,	221	
Canada,	194	
England,	103	
Western Islands,	70	
Germany,	14	
Ireland,	8	
Scotland,	4	
Russia,	3	
Austria,	3	
Sweden,	2	
Prince Edward's Island,	1	
France,	1	
Wales,	1	
Italy,	1	
Portugal,	1	627

244 parents could not sign their names.

THE COST OF SCHOOLS.

In speaking of the education of the people Daniel Webster said: "We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured." Another has said: "It is not so much to the wisdom of Legislatures, or an enlightened social organization, as to skill in productive arts, that States in future must look for their supremacy. Education is the great instrument which determines this excellence."

In accordance with these ideas the public schools of this country have been developed, and within the last thirty years

the sum raised for their maintenance has increased several hundred fold. The questions that are now being frequently raised by tax-payers, namely: why the great proportional increase in the cost of maintaining the schools over that of thirty, or even twenty years ago? and the other, is not the support of the schools becoming a burden, which the results do not justify? are both answered in a large measure by the words of those whom I have quoted.

To answer more explicitly, however, the first of these questions, I would say that the increase in cost is caused by the changed condition of life, which throws greater responsibilities upon the schools. Whether the support of the schools is becoming a burden grievous to bear and unjustifiable is a more serious question, and one which is much more difficult to answer. I do not think so, but I am not supposed to be an unbiased judge. Neither do I think that any candid and thoughtful person will upon reflection come to an adverse conclusion, certainly not if he accepts the statement which would be hard to refute, that the supremacy of States in the future will depend upon the skill of the citizens in the productive arts, and that education gives this skill. Indeed, it is a well accepted principle of political economy that intelligent labor is the great wealth producing force of a country. schools are engaged in the production of such labor, and surely the source of wealth should reap the benefits of the wealth it produces. Massachusetts, the most liberal of states in her school expenditures, is one of the wealthiest in spite of her natural disadvantages, avowedly due to the intelligence of her citizens.

If it is granted, however, that large expenditures are justified for the schools, it is none the less true that there may be waste in administering the fund appropriated for their support by the division of too much of it into the least important channels. Those who furnish the money through taxation are justified in scrutinizing most carefully the expenditures of those

taxes, and have a right to demand that the money expended shall be used in a manner that will give the best results. often there are extravagant expenditures for the material side of the schools, which result in the dwarfing of the educative, the important side. Expensive school houses are erected when less costly buildings would provide as well for the health and comfort of the pupils and at the same time not offend good taste. In this way a debt is created which is liable to react to the injury of the schools. It is far better, provided a city can make lavish expenditures, to surround the school houses of less expensive kind, with extensive play-grounds and play-sheds for the pupils in inclement weather, than to erect costly buildings on unsuitable and small lots, which in their structure gratify the pride of the architect, rather than subserve the best interests of the schools. Imposing and ornate school houses, costly furniture and fixtures are all well enough if a city can afford them, but few cities can.

The highest interests of the schools are subserved when school houses are provided which are located in pleasant and healthful localities, surrounded by sufficient grounds to admit of an abundance of sunlight and air; school houses that are well heated and ventilated, and furnished primarily for the physical well-being of the pupils and teachers; where there is such supervision as will ensure well planned courses of study and wise methods in applying them; but more important than all, when they are equipped with good teachers, educated and trained to do that highest and noblest work, the unfolding and developing the minds and characters of the young.

Unfortunately for the schools when retrenchment is necessary, the first thing that is usually thought of is the reduction of the teachers' salaries. Instead of being the first, it should be the last means of reduction. Low salaries can now command only inefficient teachers and teaching; of what use, may I ask, are all the expensive school houses and appliances if the teaching is to be of inferior quality? It would be well if the science

of school economy was better understood, not only by the public at large, but by those who are called upon to administer schools.

To narrow the subject to our own system of schools, and to inquire whether the schools of New Bedford are costing more than they should—as some of our citizens appear to believe—I invite attention first to a few facts and figures taken from the Report of the State Board of Education for 1891-2, (at the time of writing this the Report for 1892-3 was not published) regarding (1) the amount appropriated by the different cities and towns for school purposes for each child between the ages of five and fifteen years residing within their limits; and (2) the percentage of taxable property appropriated for school purposes in the different cities and towns of the State.

In the first list New Bedford ranks 161, of the 351 cities and towns in the State. The year before her rank was 98, having fallen 63 in the list in one year. As compared with the cities of the State the following cities appropriate more: Newton, Medford, Waltham, Somerville, Springfield, Cambridge, Boston, Malden, Lynn, Tauuton, Worcester, Gloucester, Salem. Chelsea, Lowell, Brockton, Northampton, Haverhill, Marlborough, Quincy, Everett, Fitchburg, 22, and but seven cities less.

In the second list, as to the percentage of taxable property appropriated to the support of the schools, New Bedford ranks 285 of the 351 cities and towns in the State. The year before her rank was 284, having fallen one in the list in one year. Expressed in mills and hundredths of mills her appropriation was 2.70 mills on her valuation. The following cities appropriated more: Marlborough, Gloucester, Woburn, Pittsfield, Taunton, Quincy, Medford, Brockton, Northampton, Malden, Somerville, Waltham, Chelsea, Fitchburg, Holyoke, Everett, Haverhill, Salem, Cambridge, Worcester, Newton, Lowell, Fall River, Lynn, Chicopee, Lawrence, Springfield, 27, and but two cities less.

Although it is not to be inferred from the above that New Bedford is parsimonious in her appropriations for schools, it must be sufficient evidence to any fair minded person, that as compared with her sister cities in this fair Commonwealth, she is furnishing a far smaller proportional part of the money raised by taxation than the great majority for the education of her youth. In addition it may be said that she is expending less per pupil on those who attend the schools than a number of cities of proportionate wealth in the State. In the light of what has been shown the financial stringency in city affairs can scarcely be attributed to the expenditures for schools.

This city cannot afford to reduce her appropriations for the The salaries now paid are but the average paid in cities where the expense of living is the same; as many pupils are now apportioned to a teacher as is conducive to the health and advancement of the pupils; no more books, supplies, and apparatus are now furnished the schools, even with the aid of the Sylvia Ann Howland fund, than the schools require for good work; only such additions to the school buildings, and repairs upon the same are made as are required to accommodate the increased number of pupils and keep the buildings in proper order. If these statements are true, and I believe they will bear the closest investigation, how can the expenditures for schools be reduced without striking at their very life? New Bedford can no more afford to belittle her public school system than she can afford to decry her great and growing industries. both of which contribute their due measure to her fair name and prosperity. Any appreciable reduction in the school appropriation will result in a loss of many of our best teachers, for the demand for trained and experienced teachers is far greater than the supply; a large reduction will result not only in retarding the progress of the schools, but in a disorganization of the system which has been so carefully built up by much thought and labor.

It remains only to be said that the cost per pupil in our schools for the year 1893 was substantially less than for 1892, brought about by a careful adjustment of pupils to each teacher. This result was secured, too, in face of the fact that a cooking school was added and in operation the last sixteen weeks of the year, and several salaries were increased in order to retain several teachers, whose services are valuable to the city, and who were persistently sought for by a neighboring city.

TEACHERS.

Good teachers make good schools; nothing else can. And it means much to be a good teacher. A teacher may be a failure though he posess a broad education; he may be a failure with professional training added to his knowledge. The power to control and the ability to stimulate and draw forth the best that is in others are important requisites for the teacher. To crown all these he must have a genuine interest in his work and in those whom he is to instruct, if his influence is to be strong and lasting.

One of the most weakening and positively harmful elements in any system of schools is the presence in it of teachers who are not thoroughly in earnest. It is not necessary that one who enters the teaching profession should have done so from choice to bring to it the right spirit. But it is necessary that he should possess a character of such mould that he will strive to do his duty at all times and find a pleasure in so doing, not a timeserver who is satisfied with any kind of work that he thinks will be accepted. Teaching is not an easy task in these days, nor is it a very remunerative one; but it is an honorable and most responsible one. It certainly is not the sphere for those whose interest in their work does not extend beyond the school room door, or for those who consider their duty done when they follow in a routine method the daily programme. Teachers who are to be successful in the best meaning of the term must have

noble ideals; they deal with souls as well as intellects and their own standards are reflected in their pupils.

It gives me pleasure to testify to the high intelligence of the corps of teachers in the city as a body, and the earnest purpose that actuates most of them. There are a few, however, who have not laid a good foundation for their calling, and I fear do not give the time to study and preparation necessary to keep in touch with modern thought, or to make their teaching at all broad. There are a few also who feel that their lot is a hard one; who are inclined to promulgate the idea that their lives are made a burden by their occupation.

I am free to admit that their calling has its peculiar trials; and for those who dislike work, or who cannot control themselves or others, it is productive of unrest and worry, and is exhausting. Notwithstanding the wear and tear of the life. however, statistics show that teachers are as long lived as those of any profession. Those who are fitted by nature and preparation for the profession have but little cause for complaint. Those who are constantly complaining are usually inefficient, and should seek some more congenial occupation. They have no right to inflict themselves and their inefficiency on the suffering children. Some teachers appear to forget that more time is given for rest and recreation in their business than in almost any other. With 200 school days as the maximum for work there remains 169 for recreation and recuperation. There are few other countries which rank high in educational matters, where less preparation is required of teachers for their profession, or whose school hours are not longer.

Several important changes have occurred in the corps during the past year. Mr. Ray Greene Huling, the successful principal of the High school for some years, resigned to accept the principalship of the English High school, Cambridge, Mass. Mr. C. E. E. Mosher, for many years at the head of the Parker Street Grammar school, in which position he achieved success, rew to engage in private school work. Mr. Huling was eded by Mr. Charles Sturtevant Moore, a graduate of Har-College, and Mr. Mosher by Mr. Frank J. Heavens, a graduate of Amherst. Both gentlemen came to us with the prestige stering success, and have entered upon their duties in a er that is full of promise for the best results.

the appointments, resignations, and transfers for the year oted below:

APPOINTMENTS.

s Sturtevant Moore,	Principal, High school.
s J. Heavens,	Principal, Parker Street Grammar school.
McCoy,	Cedar Grove Street Primary school.
a F. Winslow,	Parker Street Grammar school.
M. Briggs,	I. W. Benjamin Primary school.
E. Footman,	Principal, S. A. Howland Primary school.
Hunt,	I. W. Benjamin Primary school.
L. Gartland,	I. W. Benjamin Primary school.
ne E. Bonney,	Cedar Grove Street Primary school.
1. Richardson,	Cedar Grove Street Grammar school.
E. McAuliffe,	Clark's Point school.
T. Thomas,	Rockdale school.
7. Corish,	Training school.
ce A. Poole,	Training school.
Greenwood,	Cooking teacher.
loore,	Training school.
W. Russell,	Training school.

RESIGNATIONS.

reene Huling,	Principal, High school.
t. Hinckley.	Middle Street Grammar school.
s E. E. Mosher,	Principal, Parker Street Grammar school.
V. Leymunion,	Cedar Grove Street Grammar school.
r Commerford,	Principal, William Street Primary school.
W. Lucas,	Acushnet Avenue Primary school.
L. Denham,	I. W. Benjamin school.
E. Braley,	North school.
ı F. Keene,	Rockdale school.

ABSENT ON LEAVE.

Agnes J. Dunlap, Nancy H. Brooks, May L. Pettey, Sara M. Hatch, Middle Street Grammar school.
Fifth Street Grammar school.
Parker Street Grammar school.
Cedar Grove Street Primary school.

TRANSFERS.

Helen Ring.
Mary W. Leymunion,
Lizzie E. Omey,
Elizabeth Bennett,
Charlotte M. Allen,
Lizzie M. Briggs,
Annie L. Brownell,
Helen J. Kirk,
Sarah E. Kirwin,
Annie M. King,
Mary C. Barstow,
Kate Sweet,
Emma L. Gartland,
Dora A. DeWolf,
Ruth E. Pease.

from Parker Street to Middle Street.
from Parker Street to Cedar Grove Street.
from Parker Street to Cedar Grove Street.
from Parker Street to Cedar Grove Street.
from Thompson Street to Acushnet Avefrom Thompson Street to I. W. Benjamin.
from I. W. Benjamin to Thompson Street.
from I. W. Benjamin to William Street.
from Acushnet Avenue to I. W. Benjamin.
from Harrington to Acushnet Avenue.
from I. W. Benjamin to Dartmouth Street.
from North Mill to Cedar Grove Street.
from Clark's Point to I. W. Benjamin.
from Harrington to I. W. Benjamin.
from Harrington to Cedar Grove Street.

TEMPORARY ASSISTANTS.

Agnes E. Braley, Alice P. Terry, North school. Rockdale school.

THE HARRINGTON TRAINING SCHOOL FOR TEACHERS.

This school was organized and went into operation in September, 1889. Since that time 50 teachers have graduated from the school, and have been appointed to the regular teaching corps of the city. Forty-three of them are now in service. None of those who have resigned after appointment to the regular corps have been requested to do so for inefficiency. This record is surely an excellent one. Although not all of the graduates are achieving the highest success, the majority of them are quite efficient, and the value of the training obtained in the school is apparent in every case. Had this school not been founded it would have been necessary to fill

the majority of positions held by them with non-resident teachers, or to appoint to those places persons without any training whatsoever for teaching. The latter course would have been fatal to the progress of the schools.

During the year both the principal and vice-principal were offered larger salaries to take charge of a similar school organized in a neighboring city. In order to retain their services the School Board raised their salaries. This action in the interest of good schools should meet with the commendation of our citizens.

There remains but little to be added to what has been stated in previous Reports. The work of the school continues very satisfactory, both in its Normal Department and its regular school work. If those who enter the school as pupil-teachers brought with them more of the spirit that should actuate those who choose teaching for their profession, the influence of the school would be broadened, and its work made still more effective. There exists at times just cause for criticism in the mental attitude assumed toward the work by some of those who enter the school.

COURSE OF STUDY, HARRINGTON TRAINING SCHOOL.

SUB-JUNIOR CLASS.

Name of Study.	Time Given.	Text-Book Used.
Psychology, Pedagogy,	30 hours.	White's Elements of Pedagogy.
History of Pedagogy,	30 hours.	Compayre.
School Laws of Massachusetts.	10 hours.	• •
School Management,	10 hours.	
Arithmetic,	60 hours.	
Geography,	60 hours.	
Reading,	48 hours.	
Language,	53 hours.	
Writing,	15 hours.	
Nature Study,	15 hours.	
Physiology,	5 hours.	
Music,	20 hours.	
Drawing,	20 hours.	

SUPERINTENDENT'S REPORT.

During the Junior and Senior terms the pupil-teachers recite four hours a week, if these classes are full enough to allow the withdrawal of the teachers from the rooms during the recitation period.

In these recitations the pupil-teachers give teaching exercises, usually to classes of children, who are dismissed at the close of the exercise. Then follow criticisms, discussion, and suggestions concerning the teacher's methods of teaching and controlling the class. Often teachers bring up for discussion or counsel points that have troubled them in the class room.

STATISTICS FOR THE YEAR 1893.

Number of pupil-teachers enrolled during the year,	29
Number of pupil-teachers graduated in February,	2
Number of pupil-teachers graduated in June,	8
Number of pupil-teachers admitted in February,	1
Number of pupil-teachers admitted in September,	10
Number of pupil-teachers resigned,	4
Average number of pupil-teachers belonging,	13
Number of assistant teachers,	តឺ
Number of days substituting by pupil-teachers,	2151
Number of days other absence of pupil-teachers,	1221

GRADUATES.

FEBRUARY, 1893.

Emma	Lauica	Car	hand
rımma	Louise	Car	uana.

Caroline Elizabeth Bonney.

JUNE, 1893.

Julia Winifred Corish.	Alice Anne Richardson.
Julia Arnold Hunt.	Grace Worthing Russell.
Kate Moore.	Lillian Turner Thomas.
Florence Ashley Poole.	Ruth May Tripp.

GENERAL STATISTICS.

Whole number of pupil-teachers enrolled since the establishment of	
the Training school,	75=
Number of pupil-teachers in the school, January, 1894,	11
Number of pupil-teachers graduated from the school,	5 ()

Number of pupil-teachers who have resigned on account of unsatis-	
factory work,	8
Number of pupil-teachers who have resigned for other causes.	6
Number of graduates now teaching in New Bedford,	43
Number of graduates who have married,	4
Number resigned to study for special higher work.	2

THE CURRICULUM.

That public opinion is undergoing a change in regard to the course of instruction that should be given to pupils of the elementary schools is noticeable to even the most casual ob-The three R's while still holding sway to a greater or less degree, have long since been supplemented in school courses by grammar, geography, history, music, and drawing. More recently, other branches have found recognition in many schools—as natural history, physiology, elementary physics, and the manual arts in the form of sewing, cooking, and wood and metal working. While in the past, language teaching in these schools has been confined to the vernacular, and the mathematical instruction to that furnished by arithmetic, it is now urged strongly by many of the most prominent educators that Latin and one modern language at least should be made elective in the last years of the grammar course; also that inventional geometry and algebra should supplement the work in arithmetic at least during the last year of the grammar schools. Others desire the introduction of such branches as will meet their own peculiar ideas; those enumerated are, however, the principal ones that have so far been accepted, or are deemed most worthy of consideration by school authorities.

It is unquestionably true that some of the so-called essentials, as arithmetic, grammar, and geography have been given undue prominence in the past in the educational scheme, and have been overrated as to their educative and disciplinary value. When we consider the barrenness of the results that

have been produced by years of instruction in these branches in the schools, it is difficult to argue against their abridgment for the purpose of introducing other branches that will serve better for purposes of mental training, and a knowledge of which will also be of greater practical value.

But this broadening of the curriculum means more than simply placing other branches in the course. It means a complete revolution in the organization and administration of the school system. Departmental and special instruction must hereafter supersede to a large extent the custom that has hitherto prevailed of one teacher conducting all the various branches with a class. With the three R's as the extent of the teaching, the old method was feasible. When a few other branches were added, the teaching became less sound; when music and drawing were added, specialization in instruction became a necessity; with the introduction of sewing, cooking, wood and metal working, and physical training, special teachers for each were added. The departmental system is fairly under way, and if it is not to become too expensive and burdensome, the regular corps of teachers must be broken up into departmental groups also, that efficiency of teaching at the least cost may be secured.

The departmental method of teaching has already been advocated for the grammar schools of Boston by the Board of Supervisors, and will in all probability be tried there. This system will have its disadvantages, but the system is a necessity with the diversity of studies that are even now engrafted upon the course of study in those schools that are considered the best. The teachers of the present are certainly not prepared to teach with any hope of reasonable success the multiplicity of branches which now form a part of a modern curriculum. Nor is it reasonable to expect that any body of teachers can be educated and trained to teach them all well. In the industrial arts, in the liberal professions, and in the

eaching force of the secondary schools and colleges, specialzation of work has become an accepted fact; it will soon pervade the elementary schools per force.

While the School Department of New Bedford has not been extremely radical in adopting innovations in the school curriculum, neither has it been so conservative that it has remained indifferent to the changes that modern thought has wrought in the teaching in the schools. Music and drawing have been a part of the school course here for many years; sewing long since became a part of the curriculum; nature study and cooking have recently become a part of the regular instruction, while the manual training school but awaits an instructor to be placed in operation. My worthy predecessor was a pioneer n eliminating much of the extraneous matter from the instrucion in arithmetic, geography, and English grammar. Obserrational geometry and some inventional have long formed a part of the regular instruction in the primary and grammar While nothing as yet has been attempted in the elenentary schools in demonstrative geometry or algebra, and no attempt been made to incorporate the teaching of Latin or a modern language upon the grammar course, those places are being watched with interest in which this has been done with the intention of profiting by their experience if the movement is successful.

I shall attempt to outline somewhat briefly the line of instruction which is now being followed, especially in our elementary schools, that it may be better understood by those who are interested, and that it may invoke such friendly criticism as will tend to remedy its weaknesses.

LANGUAGE.

Under the head of language is included composition, grammar, reading, and spelling, although much of the direct language instruction is given in connection with the nature study, geography, and history.

Composition and Grammar—The aim from the beginning is to create ideas in the pupils' minds, and to guide them in expressing these ideas in proper form. At first, objects and pictures are placed before the pupils. They are led to observe these objects and to give to the teachers the results of their observations. By skillful questioning on the part of the teachers, and suggestions, they are aided in their observations and led to proper forms of expression. Oral expression is followed by the written forms as soon as the pupils are able to When their ages permit, their observations of things outside the school room and the life that surrounds them are made the basis of much of the work. Stories are told by the teachers and reproduced orally and in written form by the pu-Reproductions are also made by the pupils of their reading lessons, and lessons in natural history, geography, etc. They are introduced to the mechanical forms of expression such as the marks of punctuation and capitalization, as well as to the arbitrary forms of grammatical expression: (1) by copying correct forms placed on the blackboards or slips of paper; (2) as they advance in grade, by the study of correct forms in language books. The study of technical grammar begins with the seventh year of school. The work of this year in grammar is confined to distinguishing the forms of the parts of speech, a recognition of sentences in their four forms, the relation of subject and predicate in the sentence, and the inspection of the two principal forms of modifiers-adjective and adverbial. During the next two years sentences distinguished as simple, complex, and compound are considered, the properties of the parts of speech are studied, also the relations of the various parts of speech in the sentence. The analysis of sentences in their simple forms receive some attention, and the application of the ordinary principles and rules of syntax are taught. Throughout all grades, composition work in varied forms, graded to the capacity of the pupils, is systematically carried on, and the memorizing of choice selections of prose and poetry. Letter writing and conventional forms of written intercourse receive their proper share of attention. In brief, the teachers strive throughout the course in the elementary schools, (1) to teach the pupils to observe for themselves and to give expression to their observations; (2) to exercise their imaginative powers; (3) to strengthen their memory and to train their reason and judgment. This work in language and grammar in the lower schools is supplemented by a four years course in English in the High school, required of every pupil, while the courses in the classics and modern languages there broaden still further the language study of the schools.

Reading—This, one of the three R's, is as important a branch of study today as in the days of our forefathers, and must remain so until the end. But modern ideas as to the methods of teaching it have changed greatly. The wonder is that the old ideas should have prevailed so long, and the fact that they did remain unchanged so long is a sad commentary on the teaching of the past. At first objects with which young children are more or less familiar are brought to their attention, and the teacher calls to her aid toys and pictures. The teacher presents the objects to the pupils; the name is given by some pupil, or by the teacher, if no one in the class can do so, and the word is written upon the board. The pupils are taught that this written symbol represents the object. They are questioned, it may be, upon the color of the object presented, or its form, or what it can do, or what can be done with it, and their answers are written upon the board; for the pupils are introduced at once to the sentence, the unit of thought. In a short while they acquire quite an extended vocabulary which they read at sight, varying from 150 to 300 words in the first five months, according to the skill of the teacher and amount of time given daily. Both the script and printed forms are used upon the board by the teachers, usually the script form as admitting of more rapid work. The transition to the printed forms is made by the aid of charts at the end of the first four months. Reading books are soon placed in the hands of the pupils and the easier pieces of several first readers are read by them at the close of the first year at At the end of the third year at school, the pupils are able to read understandingly and with a fair degree of expression composition embracing quite a wide range of ordinary While the importance of good oral rendering is recognized, it is constantly emphasized that the chief aim of the teachers should be to have the pupils comprehend the subject matter read. Silent reading is done by the pupils as well as reading aloud, and tests of progress are made by requiring them frequently to render at sight something which they have not read before.

But the change in the methods of teaching reading is no greater than the change in the kind of reading matter that is used. The regular reading books, so called, have been superseded to a great extent by a line of books which answer more fully the purposes of the instruction in this branch. ing books of the old type have been supplanted to a large extent by more suitable ones. Recognizing that the pupils should read such matter as will give them useful information, or will create in them a good literary taste, books are being gradually selected and placed in the grammar and primary grades for these purposes. The selection of books is made in relation to four general lines: (1) those relating to natural history; (2) those relating to geography; (3) those relating to United States history; (4) those of literary merit. In the primary grades, in addition to a variety of regular readers, are placed these books: Wood's Natural History Readers, Geography for Young Folks, Robinson Crusoe in One Syllable, Seven Little Sisters, Each and All, King's Picturesque Geography, Hans Andersen's Fairy Tales adapted to Third Reader grade, Seaside and Wayside No. 1.

In the grammar grades, in addition to the regular readers, are the following: In the lowest grade, fifth year—The Health Primer, Our World No. 1, Seaside and Wayside No. 2, Child's Book of Nature. In the sixth year—Scribner's Geographical Reader, Eggleston's Smaller U. S. History, Seaside and Wayside No. 3. In the seventh year—Higginson's U. S. History, Hawthorne's Grandfather's Chair, Kingsley's Water Babies. In the eighth year—Ballou's Footprints of Travel, Hawthorne's Tanglewood Tales, Whittier's Snow Bound. In the ninth year—Lamb's Tales from Shakespeare, Longfellow Leaflets, Quentin Durward, McKenzie's America, Seven British Classics.

To broaden still further the list, books in sets of three have been provided for sight reading, as follows: Washington Irving's Sketch Book, Lincoln's Gettysburg, Hans Brinker, Black Beauty, Little Men, Blue Jackets of 1776, Blue Jackets of 1812, Blue Jackets of 1861, King of the Golden River, Church's Old World Stories, Little Flower People, Little Lord Fauntleroy, Heroic Ballads, At the Back of the North Wind, Stories of Industry, World at Home—Europe, World at Home—The World, Peasant and Prince, Prince and Pauper, Arabian Nights, Vicar of Wakefield.

By furnishing books in sets of three, one for the teacher, one for the pupil reading, and the other for the pupil next in turn, a great variety of good reading matter is secured at a minimum cost. While the list of reading books is not the best perhaps that could now be selected, it has grown through the years, and is in the main good. It certainly is accomplishing that which was not possible with the old line of readers.

Spelling—Spelling is taught chiefly by requiring words to be written from dictation. The association of the correct pronunciation of each word with its written form is taught of course. But as the use of words in after life, so far as it relates to their spelling is mainly in their written form, children should become so familiar with writing the ordinary vocabulary of life that they will write it correctly without reflection.

While spelling books are in use in the schools, spelling is taught to a large extent through the written language work done in connection with all the branches, it being necessary for the pupils to possess a vocabulary of considerable range to express themselves intelligibly on the many subjects now taught.

MATHEMATICS.

Arithmetic is the main source of mathematical study belower the High school. It is true that something is done with georetry in connection with form study and drawing and with the treatment of mensuration in arithmetic, but the work in the subject is incidental and not sufficiently definite. Algebra has not yet found lodgment in the course. A development of the work along the lines of concrete geometry and elementary and arithmetic, would strengthen the course both for pupils where complete their education in the grammar schools and those who continue their studies in the High school.

Arithmetic—Some years ago, much of the subject matteembraced in the ordinary grammar school arithmetic was eliminated from the work of the elementary schools and relegate to the High school. There this subject is taught one period week for the four years. The results that accrue from the study of this subject, pursued as it is for a number of year by nearly all pupils in the schools throughout the country, have been so unsatisfactory that serious reflection has been east in these later days upon the estimation hitherto placed upon it as a useful and disciplinary study. That it will occupy a position of much less importance in school courses than it has in the past is unquestionably true.

The course in the schools is substantially as follows: In the first four years numbers are developed from 1 to 144 by the four-process method and objectively. Perception of the simple fractional forms is taught from the beginning with their use as the work progresses. Units of United States money, of liquid measure, dry measure, avoirdupois weight, and time measure, with their relations, are presented. In applied number, actual measures are used when possible. Numbers containing integers of two periods and decimals of three orders are written and read. In the work in multiplication and division the multiples or divisors are integers of either one or two figures, not larger. Roman numerals from 1 to 200 are taught, also the symbols for 500 and 1000. No text-books are placed in the hands of the pupils until the fifth year, or lowest grammar grade. I feel, however, that the pupils could use a text-book to advantage during the fourth year, perhaps during the third year, and much valuable time which is now consumed in the preparation of class work, gained for other purposes.

In the grammar grades an elementary arithmetic is used the first two years, followed by a more advanced one in the succeeding three. In the grammar course the lines of work begun in primary grades are continued, with new subjects added each year. Short daily oral drills with small numbers are continued throughout the course. All work is made as objective as possible. The following subjects given in most of the grammar school arithmetics have been eliminated from the course, and taken, if taken at all in the schools, in the High school by those who continue their course there: The memorizing of rules and abstract principles as given in text-books; nearly all that is contained under the heading, "Properties of Numbers"; the more difficult problems in common fractions: circulating decimals; the Metric system; addition, subtraction, multiplication, and division of compound numbers: Metric equivalents; exact interest and problems in interest, so-called; partial payments; compound interest; equation of payments: compound proportion; cube root, except by inspection; all under the head of mensuration except as applied to the measurement of surfaces, as land, lumber, flooring, and plastering, and

finding the area of quadrilaterals, triangles, and circles; progression; alligation.

While much has been eliminated as shown, I have no doubt but the course could be cut down still more, and the time of the pupils who are to leave school at the end of the grammar school course be more profitably given to other studies.

In the High school this subject, as stated before, is taken once a week by the pupils for the four years. Judging from the results obtained from its study there, I am inclined to believe that this continuous course is not beneficial. The pupils tire of the study. If it were dropped from the course for the first two years and taken up again in the third year afresh, after the pupils had taken algebra and demonstrative geometry, they would undertake its study with a new relish and a fuller comprehension.

GEOGRAPHY.

The instruction in geography may be made broad and exceedingly interesting to pupils: but too frequently it degenerates into a memorizing of facts, many of which are unimportant, and which fade from the minds of the learners without adding anything to their mental strength or giving them any idea of the true scope and usefulness of the study. It is too apt to become a study of words and sentences rather than a study of nature and a logical deduction of cause and effect.

A few years ago the study of the subject in our schools began in the fifth year with the reading of an elementary textbook. If anything was attempted in the primary grades by any of the teachers in this work, the methods used were as often as apt to be bad as good, and no well-ordered plan of teaching it pervaded the different grades. This has all been changed, and, while it is doubtless true that room for improvement still exists, there is now a defined plan of work in the study extending from the lowest primary grade through the grammar schools.

The experience of the best teachers has demonstrated that e teaching of this subject in the primary grades is best done ith oral lessons. The teachers should call to their aid tural forms and the moulding board, and the children learn regard the study of geography as a concrete branch of lowledge, and not an abstract one.

The present course has been arranged with the above ideas view, and the text-book study is preceded by a series of well-fined oral lessons.

Throughout the course, both in the study of the subject that ecceles the use of the text-book, and that which follows after text-books are in the pupils' hands, the work is made as increte as possible by moulding boards, globes, maps, oth with flat and raised surfaces, solar cameras, and the preside in the school room of the actual products of the various puntries; geographical readers and books of travel are read a connection, and reference books of various kinds are at the rivice of the pupils.

OUTLINE COURSE OF STUDY-PRIMARY SCHOOLS.

Natural objects: their form, color, material, use, etc.; their clations of place, direction and distance; the use of words to idicate place, and those that are used in description. Concersation lessons on topics like the following: (a) Day, ight, heat, cold, winds, clouds, rain, snow, etc.; (b) on anisals and plants that have their home (1) on land, (2) in the rater; plans of the school room, school grounds, and outline map of New Bedford drawn by the pupils, studied in relation of form and special features; simple measurements: the soints of the compass, also the names of the seasons, with the nonths comprised in them, and certain natural phenomena neident to each season; observations on the weather, and recording the same: evaporation and condensation shown by experiment, and application of the same to the formation of

clouds, rain and snow; the forms of land and water taught from the real earth itself when possible, otherwise from representations by pictures and moulding board; the earth studied as a great ball moving in space, lighted by the sun and surrounded by air, having daily and yearly motions, each of which produces its special effect; also its surface as divided into zones or belts. Special study is made of local geography; the typical forms of land and water; characteristics of surface, drainage, soil, and mineral products; something of local history and the occupations of the people. Both geographical and science readers are read in connection to help fix the conceptions gained by the pupils in their oral lessons and to develop new trains of thought concerning the subjects taught-

THE GRAMMAR COURSE.

This course begins with the fifth year of school life and text-book used. The same underlying principles of instructionare followed, however, as in the primary grades, and is a continuation of that course in a broader form. The following is the course as laid down:

OUTLINE COURSE OF STUDY-GRAMMAR GRADES.

Fifth Year.

- 1. (a) Review briefly the work of preceding years. (b) Continent of North America. Plan for study of a continent:
 - 1. Position.
 - 2. Shape.
 - 3. Size.
 - 4. Boundaries.
 - 5. Outline: Seas, gulfs, bays, etc.; capes, islands.
 - 6. Surface: Mountains, valleys, plains, plateaus, deserts, slopes.
 - 7. Rivers: Source, direction, mouth, uses, for what noted.
 - 8. Lakes: Fresh or salt, outlet, facts of special interest.
 - 9. Climate: Zones, length of day, elevation, slope, winds, currents.

- 10. Productions: Animals and plants peculiar to continent; animal, plant, and mineral productions and exports.
- 11. Countries: Capitals, a few leading cities, for what noted, people, character, language, religion, history.
 - 12. Railroads, steamship lines.
- 2. Study with reference to position, boundaries, relief, drainage, climate, animal, vegetable and mineral productions, the following countries: The United States, British America, Mexico, Central America, West Indies, South America, (compare South America with North America).
- 3. A few important cities of each of these countries studied and compared.
- 4. Mathematical geography as in the fourth year. Imaginary journeys taken to such points as are of special interest. Principal water or railroad routes to be followed. Sketch maps. Write about subjects and places studied. Illustrate with pictures, relief maps, etc. Read geographical readers and other pertinent books. Text-book for reference and reading.

Sixth Year.

- 1. Europe, Asia, Africa, Australia, and the important Continental islands. Study briefly each grand division as a whole, in reference to position, reliefs, drainage, vegetable, mineral and animal productions. A few important countries of each grand division noted, with well-known cities, (if possessing any), and such comparisons made with other countries or cities as the teacher may find helpful. (See plan for study of continent). Imaginary journeys. (See fifth year).
 - 2. Sketch maps. Write upon subjects and places studied. Read from suitable books.
 - 3. Mathematical geography begun. Text-book for reference and study of topics as assigned.

Seventh Year.

- 1. The United States as a whole in brief review. Its position; boundaries; characteristics; physical features; contiguous ocean currents; the States and Territories composing it, with number of each and names; the cities and other places of greatest importance, commercially, historically, etc.; general form of government and chief pursuits of the people.
- 2. Study the States by groups. New England States, with critical study of Massachusetts. Middle Atlantic States. The Southern States. The East Central States. The West Communication of the Pacific States and Territories.

Plan for study of a group:

- (a) The names of States forming group.
- (b) Its general and relative position.
- (c) Its marked physical features.
- (d) Its climate.
- (e) Principal productions and occupations of people; show cause as relation.
- (f) A few of its most important cities. The line in which they a important and the causes that have contributed to make them important.
 - (g) Important historical associations, if any.
- 3. If time permit, brief review by topics of BritiAmerica, Mexico, West Indies, and South America.
 - 4. Mathematical geography continued as reviews.
- 5. Sketch maps, and write throughout year upon subject = studied. Read pertinent reading matter.
 - 6. Text-book for reference and study.

Eighth Year.

1. Europe: Studied as a whole and by representative sections. Topical study as indicated in previous years.

Europe stands in the closest relation to our own country in many ways, and therefore should be studied more closely than

any other foreign division. Owing to its great importance, and its historical associations, its arts and its literature, the reading in connection with the study of this grand division should be broad, and the written work of the pupils in connection with the study should be extensive.

- 2. Asia, Africa, Australia, and the Continental islands studied as broadly as time permits.
 - 3. Mathematical geography continued as reviews.
 - 4. Sketch maps, read, write.
 - 5. Text-book for reference and study.

Ninth Year.

- 1. Topical reviews once a week on the following subjects:
- 1. Mathematical geography.
- 2. Physical geography of the earth as a whole and by continents; characteristic features; incidental features; products as related to physical regions; ocean currents, their uses, etc.
- 3. Political and social geography. Great nations of the world, principal forms of government; great industries and their relation to natural and other conditions; lines of travel and commerce; the influence of nations and their social and religious conditions.
 - 4. Read and write.

HISTORY.

The most eminent teachers of history are agreed as to the methods to be pursued in preparing children for the formal study of the subject. The first thing needful is to quicken their imaginations and to store their memories with incidents and associations. In speaking of the order of lessons Dr. Deisterweg says: "The first step would offer tales and legends; then tales of adventure, which is the first introduction into practical life and a help in comprehending the most elementary civilization, which is not yet included in the records of history, and is nevertheless demanded for the comprehension of his-

which pretend to be only biographies—with a certain poetical coloring. They find their elementary limitations and importance in that they, aside from single features, clearly and minutely depict the summit of ideal activity, thereby early making the pupil familiar with ancient as well as modern heroes, and, at the same time, affording a cursory view into the centres of the manifold labor of civilization, public as well as private." It does not seem necessary that there should be a definite plan or order in the acquisition of these stories, great names, and important events, but that the children should at an early age become acquainted with them.

It is also agreed by these eminent authorities that children should begin the formal study of the subject with the history of their own country. What the order should be after that is not so well agreed upon by them. One prominent professor of history in this country says: "When we pass to the next stage, and ask what branch of history should follow (in American schools) that of the United States, the answers would be various. The usual practice is to take up General History at this point; but I think the practice is not a wise one." And he goes on to give very cogent reasons to show why the order is not a good one. I am inclined to agree with him in this opinion, and as General History follows in the High school the study of United States History in the grammar schools, I bring forward this subject for future consideration.

The general plan laid down by Dr. Deisterweg for the study of history is followed in our elementary schools. Much more might, and should be done in the primary and lowest grammar grades in the matter of story-telling, legends, tales of adventure, etc. Dr. Deisterweg assumes that the formal study of history is taken up at the age of 10 years, but with us and in most American schools this is not done until several years later.

With us, the first formal recognition of history as a branch of study begins in the sixth year of school by reading Edward Eggleston's small history of the United States. The work that year can scarcely be considered a formal study of the subject. The book is biographical in its composition, and illustrates the second stage of historical study. The following, or seventh year, Higginson's school history is read. During the next two years the study is pursued with a conventional text-book, supplemented by various other histories and books of reference. More or less of civics is taught in connection.

The special method of instruction used in the higher grades is that which is known as the topical method. Beginning with the early collonization of the country, the whole period of its growth to the present time is traced out. Only those dates which mark great events are required; the study of the less important occurrences are considered in relation to the greater. The pupils are encouraged to seek the causes of events and their effects, and to clothe their thoughts in their own words rather than to attempt to memorize the words of the author. While the words of the book may be the best, and the value of committing to memory is not to be ignored, the pupil's comprehension of the subject is best revealed when he recites in his own language. That the results obtained in the study of history are not satisfactory, is generally admitted. What the reasons are for this are accounted for in different ways by different authorities. Dr. G. Stanley Hall, in writing upon the subject says, "The high educational value of history is too great to be left to teachers who merely hear recitations, keeping the finger on the place in the text-book, and only asking the questions conveniently printed for them in the margin or back of the book,—teachers, too, who know that their present method is a good illustration of how history ought not to be taught, and who would do better if opportunity were offered He recommends special teachers for larger towns, them."

who should go from room to room, or from one school house to another, and give instruction in history alone. This is a contention for departmental instruction, which I have stated before seems to be a point in educational evolution, to which we are tending. Another writer, Thos. Wentworth Higginson. says, "In truth, the whole situation, in respect to history, is described in that well-known conversation between the English clergyman and the play-actor. 'Why is it,' asked the clergyman, that you, who represent what everybody knows to be false, obtain more attention than we who deal in the most momentous realities!' It is,' said the actor, because vous represent the truth so that it seems like fiction, while we depict fiction in such a manner that it has the effect of truth.' moral of it all is, that the fault is not in the child, but in u= who write the books and teach the lessons. If the subjec loses all its charms by our handling, the fault is ours, and w should not blame the child."

PENMANSHIP.

It is a useful accomplishment to be a good penman. Withgood teaching and persistent effort on the part of the learner almost any one can become a good penman. The schools should be able at least to make fair penmen of the pupils who go through its grammar schools. Their handwriting should be not only easily legible, but it should be neat and have some character. They should be able to write with ease and with some rapidity.

I regret that I must acknowledge that this is not accomplished in our schools. The teachers labor hard apparently to secure the desired results. But too much of the penmanship is cramped, irregular, and labored. The best results are obtained in the lower primary grades. After that the progress is not so good. Those pupils who continue their course

through the High school are frequently miserable penmen when they graduate. This is not only true of our own schools, but of the great majority. Many places employ a special teacher of this subject, and better results are thereby obtained. Teachers generally attribute the poor results to lack of time and the great amount of written work that is now demanded. They claim that the minds of the pupils are intent on the subject matter to be written, and they therefore grow careless in their penmanship; that the small amount of special instruction that they are able to give in penmanship alone does not overcome this. There is some justice in these claims, but they are not a sufficient excuse. Poor teaching of the subject, the lack of high enough ideals, and failure to persistently exact the best work from every pupil in every grade are largely responsible for the poor results.

The course: In addition to copying words the pupils begin in the lowest grade to form the small letters, beginning with i, u, m, and during the first two years they learn to make all the small letters and capitals. A tracing book is taken in the third year, and writing books are used throughout the remaining primary and through the grammar grades. The writing lessons are alternated with the drawing lessons. These are usually preceded by movement exercises for the purpose of securing freedom of movement.

Of course the special writing lessons represent a very small part of the writing done by the pupils. They are constantly writing, and their penmanship in their written work seldom compares favorably with that done in their writing books. This should not be so, if the pupils are to acquire a good, permanent style. It would be better if writing books were abolished from the two highest grammar grades, and the time now used in writing in them devoted to writing letters, business forms, etc., with special reference to penmanship.

DRAWING.

The work in drawing is progressing well. The supervisor, with the cordial co-operation of the teachers, is securing good results. The report and outline of course of study which are herewith submitted give fully the aim and scope of the work.

MR. WILLIAM E. HATCH, SUPERINTENDENT OF SCHOOLS:

DEAR SIR,—After a year and a half of service as supervisor of form study and drawing, I herewith submit to you my first report.

To secure a broad and well-balanced training in art education, instruction is given in the three branches into which this subject is properly divided: Construction, to gain a knowledge of the facts of form; representation, to acquire the power to see and to express the appearance of forms as wholes under various conditions; and decoration, which deals with the beauty of form and its relation to decorative art.

In the work of the two lowest grades, the aim is to give the child clear and correct ideas of form, as a basis for thought development. His knowledge of the type forms enables him to classify common objects around him, and awakens his interest in them. His means of expressing ideas of form are language, modeling, making, paper folding and cutting, and free-hand drawing. In this work we aim not so much at accuracy of result, as that it be the expression of the child's own ideas gained by his observation.

In this first work, it seems more reasonable that picture drawing (drawing the appearance of the whole form) should precede the drawing of views, than that views should be taught first, thus following in the drawing the same order observed in the study: first, the whole object, then its analysis into parts.

A change to this effect has been made this year, with good results.

Our text-book, "The Use of Models," has been very much improved in two new primary manuals, which treat of picture drawing and clay modeling in a much more satisfactory way, and give interesting and definite help as suggestions in nature study. These manuals would greatly assist the primary teachers in interpreting the true spirit of form study and its relation to other subjects.

From the third year up to the High school the work is carried on by the use of drawing books, with the accompanying manuals as aids to the teachers.

I feel very grateful to the Superintendent and Drawing Committee for being allowed to introduce these books. The results obtained through their use are surely much better educationally than could be gained in the public schools by drawing on paper. The child has a more definite idea of the three divisions of drawing, and can note his progress, page by page, better than he could on loose papers, taken away after each lesson. The books also furnish correct illustrations and good examples of historic ornament, suitably arranged for growth in the appreciation of beauty.

To cultivate an appreciation of what is good in art, the child should have placed before him, to study and to copy, forms beautiful in outline and proportion, just as one should read choice literature and hear good music to increase their taste for it, and to gain a higher standard of excellence.

In the work of the drawing books a decided advance has been made this year, as both teachers and pupils better understand their use. What is desired is not pages finished with great accuracy, because of much measuring and testing; but the child should be allowed to exercise his judgment as to the placing, size and proportion of the drawing. In free-hand work drawing is not of much value which does not train the mind, the eye, and the hand at the same time, and teach the

children to draw, independent of mechanical helps. The results may be discouraging at first, but better seeing will make better drawing.

Considering the broad scope of this work, the time devoted to it, one hour a week, is quite inadequate to gain as satisfactory results as could be desired. One more half hour spent in pencil practice and rapid sketching would effect great improvement.

For public school work the rule and compass are of value only in the higher grammar grades, where the instrumental drawing of views and patterns, or the working of geometric problems are required. In all work in construction more time is needed for practice in free-hand drawing than for mechanical work, to enable the draughtsman to draw quickly and intelligently the idea in mind before working it out with instruments.

Pictorial art is of special value in education at the present time, as a means of expressing what the child sees, thinks, and learns in every subject, and leads him to closer observation, and hence a better understanding of his subject. His work in illustration should be in close touch with the regular drawing lesson, and should show the result of his training.

Too much stress cannot be laid upon the æsthetic side of art education, which is also a very practical side. If we can lead the child to love the beautiful in form and in nature around him, we are developing his finer sensibilities and are ennobling his whole life. Color is an important factor in æsthetic culture, and we could profitably use a supply of materials to train this color sense.

In looking over the work throughout the city, I can report improvement and progress in every school, and I feel that each year will find the class entering the High school better grounded in this subject.

In the High school work, the aim is to build on the foundation laid in the grammar schools, and to carry the work as far as is practical or possible in a very limited time. Here the true relation of drawing to other subjects should be considered, and its value as a quick and accurate means of expression recognized. The free-hand sketches of the past year show that the pupils have received good and much needed instruction. This will bear fruit not only in drawing as a separate study, but will supplement the work in history, science, and language.

The drawing in the High school has not yet reached its best development, but every effort is being made to bring the work into line with the best educational thought on the subject.

Through this report I wish to express my thanks to the teachers for their hearty co-operation with all my plans, and the earnest spirit in which they have labored to make this study tell for good in the child's education.

To the Superintendent and Board of Education I express my gratitude for their kindly support, and for the promptness and generosity with which they have met every request for supplies necessary to carry on this work successfully.

Respectfully submitted,

MARY W. GILBERT, Supervisor of Drawing.

COURSE OF STUDY IN DRAWING.

Form and Drawing. Time, one hour per week.

FIRST AND SECOND YEARS.

Teachers' help: "The Use of Models."

Materials: Type forms and objects based on them; clay; table sticks; paper for folding, cutting and pasting; scissors.

Modes of expression: Language; modeling; folding: cutting

pasting; stick and tablet laying; drawing.

FIRST YEAR.

Solids for first half of year: Sphere, cube, and cylinder.

Solids compared by touch and sight.

Common objects like them mentioned, and a collection of them made.

Actions and name of type form in question.

Modeling of type forms and objects based on them.

Surface: { Plane. { Curved. Round. Rounding. Lessons in location and direction. Lessons in building type forms, (work for the imagination.)

Lessons in seeing type forms and common objects in different position

Faces: $\begin{cases} Number. & Curved. \\ Kind, & Plane. \\ Curved. & Round. \\ Rounding. & Square. \\ Yertical. & Oplong. \\ Position, & Opposite. \\ Parallel. & Parallel. \end{cases}$

Tablet laying of squares, circles, and oblongs for pleasing arrangement in a row, round a centre.

Clay modeling for faces.

Lessons in location and building of tablets.

Folding and cutting of squares and oblongs; cutting of circles.

Edges: { Number. | Straight. | Curved. | Horizontal. | Opposite. | Parallel.

Stick laying for edges.

Pencil holding, and drawing of squares and circles for edges.

Modeling for edges, either type forms or common objects.

Corners: $\left\{ \begin{matrix} \text{Outside,} \\ \text{Inside,} \\ \text{Face.} \end{matrix} \right\} \text{Triface or biface.}$

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r folding for corners.
laving and drawing of corners.
ons in seeing objects in different positions.
re drawings-drawing the appearance of spherical, cubical, or cylin-
ects as wholes in various positions.
solids for second half of year: Hemisphere; square prism; right
triangular prisms.
s compared by touch and sight.
ns and name given.
ction of common objects based on types.
ling of type forms and objects based on them.
ce as to kinds.
re drawing of type forms and objects based on them.
studied as to number, kind, shape, and position; new shapes,
cle and triangle; new position, oblique.
it laying for pleasing arrangements; border; rosette.
s as to number, kind, position; new position, oblique.
· folding and cutting for faces and edges.
laying and drawing for faces and edges.
ers compared : Sharp. Square.
ons in location and building of solids.
    Acute, sharp corner.
Right, square corner.
Obtuse, blunt corner.
ing of various shapes for angles.
r folding for angles.
modeling of various shapes built up on tablet, for study in shape,
ingles, etc.
six solids in review, recognizing them first by touch, then by touch
dling the six type forms and objects based on them.
ew of faces by free-hand cutting and by drawing.
s reviewed by stick laying and cutting.
re drawing from objects.
re drawing from memory.
s from memory.
trangement of tablets from memory.
                     SECOND YEAR.
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solids for first half of year: Ellipsoid, ovoid, and equilateral trir prism. Is compared with first six type forms and studied according to out-

r previous grade as to surface, faces, edges, and corners.

shapes: Ellipse, oval, and equilateral triangle.

et laying for arrangement of borders and rosettes. 11

Modeling of type forms and of common objects based on them.

Paper folding of circle, square, and oblong, to teach diameter and diagonal.

Practice in drawing new shapes, and in correct holding and position of the pencil.

Study of leaves based on the ellipse and on the oval.

Drawing of leaves.

Drawing and modeling of leaf in relief on clay tablet.

Triangles compared and cut free-hand.

Modeling raised squares, circles, triangles, etc., on clay tablets.

Picture drawing of single solids and of groups, as sphere on cube. ** angular prism on square prism, etc.

Picture drawing of common objects based on types.

Bisection, trisection, and quadrisection taught.

Paper folding and cutting, to illustrate these principles.

Pleasing figures dictated in drawing to apply the same principles.

Proportion 1 to 2, 2 to 3, and 3 to 4 taught.

Paper folding and cutting for proportion.

Pleasing figures dictated in drawing for proportion.

Symmetry of figures studied and "axis of symmetry" taught by fering, cutting, and drawing.

The nine solids reviewed by sight, by free-hand cutting of faces, and modeling.

Seeing lessons and picture drawings of common objects based on temperature forms, singly and in groups.

A mental image of the nine solids described, and stories told of comn objects based on them.

Picture drawings from memory.

New solids for second half of the year: Cone, pyramid, and vase for when tablet, isosceles triangle.

New tablet, isosceles triangle.

Solids compared and studied in the usual way.

Modeling and picture drawings of these solids.

Faces cut free-hand.

Free-hand cutting and drawing of vase shape for reversed curve.

Building new solids for work in imagination and language.

Tablet laving for arrangement.

Modeling and drawing of common objects based on type forms.

Drawing, cutting, and pasting of pleasing figures, such as cross, star-quatrefoil, and rosette, on background of colored paper.

Borders cut and pasted of pleasing units.

Modification of simple units by drawing.

Modeling the same in raised figure on clay tablet.

Study of leaves, and modeling in relief.

Flowers drawn and applied to borders and rosettes.

A general review of the two years' work.

Beginning with the third year, and extending through the pinth year, the course of study is "Prang's Complete Course n Form Study and Drawing," and is found in the drawing ooks, accompanied by manuals for the teachers' use.

The work is given under three heads: Construction, Repretation, Decoration. The drawing books used are as ollows:

Third Year—Drawing books 1 and 2. Fourth Year—Drawing books 2 and 3. Fifth Year—Drawing books 3 and 4. Sixth Year—Drawing books 4 and 5. Seventh Year—Drawing books 5 and 6. Eighth Year—Drawing book 7. Ninth Year—Drawing book 8.

HIGH SCHOOL.

Time, three-quarters of an hour per week. Course, experi-

First Year.

Nodel drawing: singly and in groups, in planes of light and shade.

Simple still life groups in planes of light and shade.

Construction: working drawings.

Geometric problems.

Historic ornament.

Perspective problems, (free-hand.)

Sketching of natural forms and conventionalization for design.

Sketches once in two weeks.

Second Year.

Continuation of design from natural forms.

Cast drawing in outline and in planes of light and shade. (Mediums, soft black and sepia pencils.)

Talks on historic ornament.

Drawings of historic ornament. (Sepia and black pencils.)

Review of the leading features of first year's work.

Sketches once in two weeks.

Third Year. (Optional.)

Free-hand perspective problems.

Cast drawing in planes of light and shade, and in values. (Charcoal.)

Lectures and notes on historic ornament.

Historic ornament from cast.

Construction.

Design from historic ornament and from nature.

Sketches once in two weeks.

Fourth Year. (Optional.)

Class to be divided as to whether they wish free-hand or mechanical drawing.

Work in still life in charcoal.

Work from casts in charcoal.

Design — Design for wall papers, ceilings, book covers and useful objects in pencil and color.

Historic ornament.

Lectures on historic styles, their time and origin. Drawing from casts for styles of ornament.

MANUAL TRAINING.

I classify under this heading the sewing, cooking and woodworking. I have given so much space in previous reports to urging the extension of this line of work in our schools, and to showing its educational value, that little need be said here in regard to it. I am glad to be able to report that my views have met with the indorsement of the Board; that to the sewing, which has been in the schools for years, has been added a cooking school; also that a wood-working school, or manual training school proper, has been equipped, and, when the City Council gives the necessary money to employ a competent instructor, will be put into operation. I will treat of the work of each of these departments separately and briefly.

SEWING.

This branch of manual training has been a part of the school curriculum for years. The girls only take it. The course was formerly continuous for six years, beginning with the third year of school life. With the opening of the cooking school the course in sewing was shortened one year. It now ends with the seventh year of school.

Course:

Third and Fourth Grades—Folding papers in different width hems; samples on canvas with worsteds of all the stitches; squares of cloth with the different stitches in colored thread; making sewing aprons and small bags for holding sewing materials.

Fifth and Sixth Grades—Different stitches in sewing and basting, except button-holes; darning and glove mending.

Seventh Grade—Garments of all kinds; darning button-holes; glove mending; feather stitching and hemstitching.

THE COOKING SCHOOL.

This school went into operation in October, 1893. The delay in completing the building prevented the opening of the school in September as was intended. The teacher is a graduate of the Boston Normal Cooking school.

The attendance is compulsory upon the girls of the eighth and ninth grades grammar and those of the mill schools, and optional to those of the High school. The girls of the higher grades in the country schools are permitted to attend also, if they desire. There are twenty classes; a half day once in two weeks being given to each class. On the day that a class is to take its cooking lesson it reports directly to the teacher of the cooking school.

The school has been popular from the start. All those in the High school who desired to attend the school could not be accommodated. Each two weeks about 350 girls receive a lesson in cooking. I consider the opening of this school an event of mark in the history of our schools. The good effect of the teaching given there will be felt in many homes, and its beneficial influence will be wide-spread. The pupils who have the advantages of its instruction will know better how to administer a home. It will be a promoter of health, happiness, and good morals.

Some idea of the work done there may be obtained from the following brief outline of its course of instruction:

Course of Study in the New Bedford Cooking Schools 1893 and 1894.

FIRST LESSON.

Preliminaries: Hours, plan of work, work of housekeepers, uniform.

Fire building: Principles of combustion, laws of heat, etc. System of measurements.

SECOND.

STARCH AND WATER.

Water: Temperature of boiling and simmering, effects produced, excessions: Cellular structure of plants; dietetic value of vegetables; excessions that and moisture on starchy food; cooking temperature, etc.

Dishes to illustrate: Potatoes, plain, mashed, riced and lyonnaised -

THIRD.

STARCH

Starch as a grain and as a powder.

Dishes to illustrate: Rice, cornstarch, mould and white sauce.

FOURTH.

ALBUMINOUS FOODS-EGGS.

Albumen: Properties of, cooking temperature, occurrence, etc.

Dishes to illustrate: Soft and hard cooked eggs, dropped eggs, and experimicelli.

FIFTH.

ALBUMINOUS FOODS-MILK AND EGGS.

Milk: Composition, dietetic value, care of, etc.

Use of food principles in the body.

Dishes: Rennet custard, soft custard, and omelette.

SIXTH.

ALBUMINOUS FOODS-MEAT.

Meat: Classification, structure, etc., with lesson on marketing.

Dishes to illustrate: Broiled steak and tomato soup, with crisped crackers.

SEVENTH.

ALBUMINOUS FOODS-MEAT.

Roasting and left-overs.

Dishes to illustrate: Roast beef and cottage pie, with cranberry sauce.

EIGHTII.

ALBUMINOUS FOODS-FISH.

Fish: Structure, care of, use, etc.

Dishes to illustrate: Baked fish and fish chowder.

NINTH.

ALBUMINOUS FOODS-ALBUMENOIDS AND GELATINOIDS.

Gelatine: Source, properties, etc.

1) ishes to illustrate: Soup stock, with croutons; also drippings.

TENTH.

CEREALS AND FLOUR.

Study of cereals.

Study of wheat.

Use of baking powder.

1) is hes to illustrate: California breakfast food, with baked apples and thing powder biscuits.

ELEVENTH.

FERMENTATION AND BREAD MAKING.

Study of fermentation.

Dishes to illustrate: Bread and rolls.

TWELFTH.

CAKE MAKING.

Kinds, uses, objective point in cooking, manipulations, etc.

Dishes: Plain cake and water sponge cake.

THIRTEENTH.

PASTRY.

Materials, utensils, manipulations, baking, etc.

Dishes: Squash and apple pie.

FOURTEENTH.

INVALID COOKERY.

Process of digestion and care of the sick.

Dishes: Beverages and oyester stew.

FIFTEENTH.

INVALID COOKERY.

Dishes: Oatmeal gruel, beef tea, Irish moss, blanch mange and oranges for an invalid.

SIXTEENTH.

FROZEN DISHES AND SALADS.

Principles of latent heat considered. Dishes: Sherbet and lobster salad.

THE MANUAL TRAINING SCHOOL.

The benches and tools have been purchased for this school, which will be located in the Sylvia Ann Howland school house in a room built specially for this purpose. The boys probably will attend from the higher grammar grades and the lower class in the High school. The plan is to have each pupil who attends give half a day once in two weeks to this work, as the girls do in the cooking school.

I expect this school to be as popular with the boys as the cooking school is with the girls. I have no doubt that many boys who appear dull and take but slight interest in their regular work, will take this with an interest that will uplift them in every way. Nor do I have any doubt, but the time given by the boys in this school, instead of retarding their advancement in their other studies, will prove a positive help in that direction. The work at first will be confined to Sloyd; some wood carving and turning may be done. But from these I expect to see developed a much broader scheme of work. I certainly hope that the City Government will soon grant the necessary appropriation to put this school into operation.

MUSIC.

There has been excellent progress during the year. The supervisor is thoroughly equipped for his profession, and works diligently and with definite plan. At his urgent request the Board substituted during the year the Mason system of charts

and books for the Normal system. I think this will aid to greater effectiveness, if for no other reason, that the supervisor is thoroughly in sympathy with the Mason plan.

The course given in the schools has been furnished me by the supervisor, and is submitted:

MUSIC COURSE.

FIRST GRADE.

The pupils of this grade are taught by rote all the songs on the first 17 pages of the New First Music Reader. They are also to be taught by note all the songs and exercises on the first 17 charts of the New First Series.

Other songs and exercises that the Supervisor of Music may direct.

SECOND GRADE.

Pupils are taught by rote all the songs from pages 19 to 40 inclusive in the New First Music Reader.

Review charts 13, 14, 16 and 17.

Pupils are taught to sing by note all the songs and exercises on charts 18 to 40, inclusive, of the New First Series.

Other songs and exercises that the Supervisor of Music may direct.

THIRD GRADE.

Pupils are taught to sing by note through the first 17 charts of the New Second Series; also through the first 25 pages of the New Second Music Reader.

Pupils of this grade to learn the places of the letters on the staff from small g to two-lined g.

Other songs and exercises that the Supervisor of Music may direct.

FOURTH GRADE.

Pupils of this grade finish the New Second Series of Charts: also learn the songs and exercises on pages 25 to 63, inclusive, of the New Second Reader.

The pupils of this grade are taught to sing by pitch names the following scales: C, G, D, A, E, F, Bb, Eb, and Ab.

Other songs and exercises that the Supervisor of Music may direct.

FIFTH GRADE.

Pupils sing from the New Second Music Reader. Review pages 38 to 47, and learn page 54.

	15			. ,				
**		58 a	nd	59,	and	learn	page	63.
••		64 a	nd	65,	4.6	"	"	66.
••	• •	70 a	nd	71,	"	4.4	••	74.
44	"	76 a	nd	77,	••	4:	• •	80.
••	"	82 a	nd	83,	• •	"	"	85.
"	- 44	88 a	nd	89,	• 6		••	91.
6.6	4.6	94 a	nd	95,		. 4		96.

Other songs and exercises that the Supervisor of Music may direct.

SIXTH GRADE.

The New Third Music Reader, pages 1 to 34, receive careful st Beginning with page 35, the harmonies and one song in each of the main and minor keys to be studied. Following this any of the songs on the 130 pages of the book.

Other songs and exercises that the Supervisor of Music may direct.

SEVENTH GRADE.

The New Third Music Reader. Review to bottom of 17th page. **E** 11. Three part singing, pages 9 to 63, inclusive.

Other songs and exercises that the Supervisor of Music may direct.

EIGHTH GRADE.

The New Fourth Music Reader. All the songs and exercises of the # 98 pages.

Other songs and exercises that the Supervisor of Music may direct.

NINTH GRADE.

Review the "Harmonies" of the major and minor keys, and sing the solfeggios and songs from 99th page on through the book.

Other songs and exercises that the Supervisor of Music may direct.

нісн school.

Part songs and choruses suitable for High schools.

ELEMENTARY SCIENCE.

Under this heading may be classed the work done in physiology and hygiene — studies required by statute to be taught in the schools — and "Nature Work," so called, being work in natural history, physics, and chemistry. The method of teaching these subjects is the laboratory method. By means of the objects themselves and by simple illustrative experiments in their presence the pupils are led to observe, and investigate for themselves, and to record the results of their observations by drawings and in writing. In this way not only their thinking powers are stimulated and trained, and their reasoning faculties developed, but the teaching in these studies is made to supplement and strengthen that in other branches. Thus the correllation of these studies is effected: this is of great importance in these days of shortened school hours and multiplicity of subjects.

I regard the introduction of this line of work into our schools one of the most important movements toward progress that has been made for years. It is refreshing to enter a school room and find the pupils with flowers or minerals in their hands which they have gathered out of school; to witness the experiments illustrating the workings of nature's laws; to see the interest of the children in the work as contrasted with the apathy too often manifested by them in other studies.

The teachers generally endorse the movement most heartily. They of course feel their limitations in presenting these subjects, much more probably than in other studies, because few have had special training for the work. They are, however, doing all in their power to get an intelligent conception of the object of the work, and to acquire the best methods of presenting it. It is better that a beginning be made if the results at first are far from satisfactory; for experience will soon develop confidence and better methods of presentation; with these will come success.

That the teachers may be guided and assisted in this work. the services of Mr. A. C. Boyden, professor of natural history in the Bridgewater Normal school, have been secured to instruct them. He meets them the last Saturday forenoon of each month, outlines the work and suggests methods. His

lessons have been most successful, and it would be of great advantage to the schools if he could be secured to do more in this way. It has occurred to me that an assistant might be provided for the teacher of science in the High school, who could also assist in other lines of work there, and part of Mr. Allen's time devoted to directing this work in the lower schools.

The Course of Study for Elementary Schools Recommended by the Conference Appointed by the "Committee of Ten."

The National Educational Association, at its meeting in 1892, appointed a committee of ten persons, with President Eliot as chairman, who should select members of conference to be organized to consider programmes of secondary school in the United States and the requirements for admission to college, each conference to consider the proper limits of subject, the best methods of instruction, the most desiral allotment of time for the subject, and the best method of testing the pupils' attainments therein.

Ten conferences were appointed of leading school mathroughout the country on the leading subjects taught in schools. In addition to their recommendations for secondaschools, they recommend a course of study for primary a grammar schools, which I give below, in contrast to the couppursued in our schools. Of the 90 members of the conference 47 were in the service of colleges or universities, 42 in the service of schools—chiefly academies and high schools—a mone was a government official. In presenting the course the committee say that it does not yield without modification a practical programme, but furnishes the materials from which serviceable programmes may be made.

			!	!		VH5 7111	URAMMAR SCHOOLS	LA.	
જ	SUBJECT.	First Year.	First Year. Second Year. Third Year. Fourth Year. Fifth Year.	Third Year.	Fourth Year.	Fifth Year, 10-11.	Sixth Year.	Sixth Year. Seventh Year Eighth Year.	Eighth Year. 18-14.
3. ENGLISH.		Pupils to reproduce orally stories told them, to invent stories and describe objects.	Pupils to reproduce orally ories told them, to inventories and describe objects.	Supplementary read through all the grades, Composition begun—vitions—oral and writter sentence.	Supplementary reading begun — and continued through all the grades. Composition begun—writing narratives and descriptions—oral and written exercises on forms and the sentence.	begun — and ng narratives s creises on for	continued and descrip- ms and the	From this grade no reader to be used.	Orammar, 8 p. a week.
4. Modern	RN Languagks.				-	Elective German or . French, 5 p. a week.	Elective German or French,	Elective German or French, 3 p. a werk, at least.	Elective German or French, 3 p. a weck, at least.
5. Мативматіся.	MATICS.	Arithmetic expressions a specific numb	Arithmetic during first eight years, with Algebraic expressions and symbols and simple equations—no specific number of hours being recommended.	tht years, with nd simple equi ng recommende	lgebraic ons — no	Concrete Geometry, I p. a week.	Concrete Geometry, I p. a week.	Concrete Geometry, I p. a week.	Concrete Geometry, I p. a week.
6. Physic and 4	6. Physics, Chemistry, and Astronomy.	Study the n	Study the natural phenomena 3 p. a week through first cight years by experiments, including physical measure- ments and the recommendations of Conferences 1 and 9.	ena 5 p. a week ions of Conferc	through first cernces 7 and 9.	ight years by	experiments,	including phys	ical measure.
7. NATURAL HIS	AL History.	Through fi	Through first eight years 2 p. a week of not less than 30 minutes each, devoted to plants and animals; the instruction to be correlated with language, drawing, literature, and geography.	2 p. a week o th language, di	of not less than rawing, literatu	30 minutes es ire, and geogr	ich, devoted te aphy.	plants and ani	mals; the in-
s. History.	<u>;</u>		į			Biography and Mythology. 3 p. a week.	d Mythology. week.	American History and elements of civil govern- ment, 8 p. a week.	Greek and Roman History, 3 p. a week.
9. Беобилент.	мьн х.	Time allotted earth, its envir zoölogy, botany	Time allotted in first eight years to equal that given to number work. The subject—the earth, its environments and inhabitants, including the elements of astronomy, meteorology, zoölogy, botany, history, commerce, races, religions, and government.	nt years to equa inhabitants, in nmerce, races, re	ual that given including the religions, and	to number wor elements of ass	work. The sastronomy, n	ubject — the netcorology,	Physical Geography.

. Abbreviation: p. = a recitation period of 40-45 minutes.

THE HIGH SCHOOL.

It is not unreasonable to expect to find in the High school of a city teaching superior to that of any other of its school. The highest salaries paid any of the teachers in the city are paid there, and should command teachers possessing not only breadth of education, but skill in the art of teaching itself. None should be considered elligible for appointment to teach in it who do not possess a college education or its equivalent; and cities like ours that pay fair salaries, at least, can command in addition successful experience. It is not true, however, that the best quality of teaching is always found in High schools. Nor has there been a sufficiently high standard maintained it many places in the selection of teachers for the positions.

While I do not wish to cast any reflection upon the teaching corps of our High school, it is a fact that not a lady teacher in it is a college graduate. The assignment of studies, and therefore the working of the school, has been affected by this condition. It gives me pleasure to be able to state that the Board has recently adopted a regulation by which hereafte applicants for positions in the High school must be college graduates or shall have had an equivalent preparation.

Some of the teaching in the school is too exacting and beyond the capabilities of the average pupils in the class Such teaching obscures rather than enlightens the subject treated, and is very discouraging to the learners. Then again, the lecture method of teaching is indulged in to a degree that cannot be approved. I have called attention to this before. The children are told so much that the facts of knowledge even become confused in their minds. This method of teaching should only be used as an occasional form, not a a regular one, with pupils of the schools. It is adapted to university instruction, and has its limitations even there. A opposed to these forms of teaching, which are apt to be peculia to those teachers who are thoroughly versed in their subject

are those that fail from laxity in preparation, or in conducting the recitations. But the school should not be criticised as a whole because these faults exist in individual teaching. All schools have their weak spots, and to these should the remedies be applied when they are known.

There is a criticism made frequently against teachers, from which some in this school are not exempt, that they use the weapon of sarcasm upon the pupils either as a punishment for misbehavior or for failure in lessons. No teacher can indulge in sarcasm and not lose the respect and good-will of those at least against whom it is employed, and it stirs the wrong enotions in all hearers. I doubt the usefulness of any teacher who is prone to sarcasm, whatever his or her other good qualities; no good comes from its use, and it is productive always of evil.

I agree with the principal, whose report follows, that the efficiency of the school would be increased by some modification of the course of study; the course in English needs paring; the college course should be readjusted; the military department should be established on a different basis, and other minor changes should be made. I agree most heartily with what he has to say in regard to the attendance. He might have gone further and spoken of other harmful influences. There is always a small contingent of pupils in every High school who are very derelict in their duty.

At present in the school there are certain pupils, chiefly boys, who are getting but little out of the school, and are a positive injury to its best interests. Parents must not expect the school to do the best by their children unless they themselves do their duty also; the school has all it can do in its own legitimate sphere, and cannot be expected to assume all the responsibilities of the home in addition to its own.

Mr. Ray Greene Huling, who had served as principal of the school for seven years, accepted a call to Cambridge in June to take charge of its English High school. Under Mr. Huling

the school had increased in numbers, and during his service several improvements in the course of study and in the general work of the school were made.

The new principal, Mr. Charles Sturtevant Moore, took charge of the school at the beginning of the fall term. He has labored assiduously since that time to inform himself of the condition of the school and its needs. He brings to the position the ripe experience of 20 years of service in both public and private schools, and being a stranger to both the school and teachers, has no cause for prejudice in respect to any one or the previous administration of the school. I have, for these reasons, asked him to embody his views on the school in a report. He has done so, and it is herewith submitted.

While refraining from any attempt to account for the weaknesses which he points out, he proceeds to show that they exist, and suggests some remedies. I can endorse his recommendations in general, for they are in line with my own views and previous suggestions, and I hope they will receive the early attention of the School Board.

THE HIGH SCHOOL, NEW BEDFORD, MASS.

Mr. William E. Hatch, Superintendent of Schools:

Dear Sir,—In accordance with your request, I respectfull submit the following Report on the High school.

The registration from September 5, 1893, to January 1894, has been as follows: Boys, 175; girls, 232; to 407; the average number belonging, 395; the average data attendance, 374.

The following statistics may also be of interest and value. The entering class numbered 139, of whom 56 took Latin The whole number of pupils taking Latin is 108—boys girls 72; the whole number of pupils taking Greek is 16—boys 6, girls 10; the whole number of pupils preparing

lege or scientific school is 66 — boys 46, girls 20; postduates, boys 2, girls 0.

Pollowing the wishes of the High School Committee, I have en but half of my time to instruction, reserving half for ervision of the work done in the various rooms. It was my h to take the largest section of the entering class, that night, at the beginning of their course, set for them the adard which they were to maintain throughout the four rs, and also that I might become acquainted with the outfit I mental condition of those whom the High school underes to train. In this way I could estimate more accurately possibilities of the school so far as the material with ich it has to do is concerned. I was unable to do this, there was no teacher, outside of the teachers of special partments, qualified to make the necessary interchange of rk.

The half of my time set aside for supervision has been luced to about one-third by necessary attention to routine tters, to discipline, (general and individual,) and to calls om parents. It has not been easy, therefore, to acquaint myself imately with the work of all the classes, of which there have en about two hundred and fifty per week, while I have had t fifteen periods per week free for such work.

I have succeeded, however, in getting a fair comprehension the spirit and methods of each teacher, of the quality of the ork of the pupils as a whole, and also in many individual ses.

During the second half year the necessity of taking an Iditional class will further reduce the time available for supersion, much to my regret.

About one-tenth of my free time has been given to individual apils who seemed to need advice, encouragement, or stimulus aid them in critical periods of their school life. The esponsibility placed upon the principal, of knowing what is eing done throughout the school and of determining from

personal knowledge, largely, fitness for promotion, carries with it the necessity of having ample opportunity for personal acquaintance with the work of all the classes. The plan is an excellent one, and cannot fail to be productive of good for both teachers and pupils.

Some defects in the course of study are noticeable, and I have, consequently, asked the Committee to consider the advisability of revising it. I will mention here one or two of these defects.

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There are two classes for beginners in Latin, one in the fourth class and one in the third class. This makes necessary two grades of Latin work throughout the course, and is neither useful nor economical. To quote from an important educational report recently published, "Every subject which is taught at all should be taught in the same way and to the same extent to every pupil as long as he pursues it, no matter what the probable destination of the pupil may be or at what point his education is to cease."

Four years are ample, with the average pupil, for a thorough preparation for college, provided the studies are arranged with a constant regard to the end in view. A number of the pupils now in the High school will be compelled to take five years, and some six years, to prepare for college. While in a few cases this is due to a late decision in favor of college preparation, in the others it is the result of a faulty arrangement of the course of study. Whatever the cause, the reputation of the school suffers, as the impression will be given that pupils cannot fit for college in four years at the High school.

Some steps have already been taken to relieve individual cases, but for permanent relief a "college preparatory course" should be earefully arranged and efficiently maintained. I will not now enlarge upon other defects, trusting that the whole subject will be acted upon by the Committee.

A firm believer in the value, physically, mentally and morally, of military drill properly conducted, I trust that the Committee

will soon re-establish it with more in the way of equipment and variety of work than before, to stimulate ambition, pride and interest, that there may be a strong and wholesome esprit du corps.

The relations of the High School Corps of Cadets to the school authorities need to be set forth clearly, and then strictly maintained.

A well considered course of physical exercises under a competent instructor should, in my judgment, be provided for the girls, as is done in many of the best schools elsewhere.

A strikingly large number of tardinesses, absences and disinissals before the close of the session, far in excess of what seems necessary, and yet receiving the parents' sanction, appears to point to a failure on the parents' part to realize the actual loss and injury accruing to the children from such irregularity. Parents cannot rightly expect the best results for their child from the school life and influence when they frequently abridge the school hours, and thus practically teach the child that the time spent in school is of comparatively little value. Furthermore, irregularity on the part of some tends to produce irregularity on the part of others, and there certainly rests upon each parent the obligation to co-operate with the Committee (who have arranged the hours in the best interests of all concerned) in making the school as efficient as possible, not only in the line of instruction, but also in its efforts (in accordance with the Statutes) to develop moral qualities, such as punctuality and fidelity to duty.

Before closing I would say that the spirit of the pupils as a whole is good. There is no lack of natural ability or of willingness to undertake assigned work. The pupils' self-reliance, however, needs to be cultivated. They must be trained to have their knowledge more available and consciously to connect it more practically with life and its demands.

Respectfully yours.

CHARLES STURTEVANT MOORE.

Principal.

STATISTICS OF INTEREST.

Graduates of 1893 pursuing advanced courses:

	Girls.	Boys.	Total.
College,		3	3
Medical,		2	2
Swain school,			
Harrington Training school,	7		7
Institute of Technology,		4	4
Post-graduate in High school,	4	5	9
		_	
	11	14	25

Post-graduates in the High school during 1893, now pursuing advanced courses:

	Girls.	Boys.	Total.
College,		•	
Medical school,			
Harrington school,	4		4
Technology,		1	1
•	4	1	5

ENTERING PUPILS.

Pupils entering High school, September, 1893:

	Girls.	Boys.	Total.
From New Bedford public schools,	67	61	128
From other schools,	5	6	11
	_		
	72	67	139

Post-graduates in the High school, 1892:

	Girls.	Boys.	Total.
January to June,	7	4	11
September to December,	7	7 4	11
	_	_	_
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INTENTIONS CONCERNING ADVANCED COURSES.

Classical course (to enter college with Greek):

	Girls.	Boys.	Total.
Senior class,	1	3	4
Sub-senior class,	2	3	5
Junior class,	1		1
Sub-junior class.	2	7	9

To enter college without Greek:			
Ü	Girls.	Boys.	Total.
Senior class,	6	5 .	11
Sub-senior class,			
Junior class,	ı	7	8
Sub-junior class,	1	9	10
To enter scientific or medical schools:			
	Girls.	Boys.	Total.
Post-graduate,		2	2
Senior class,		6	6
Sub-senior class,		2	2
Junior class,		4	4
Sub-junior class.			

PEDAGOGICAL LIBRARY.

Books added during the year are as follows:

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No. 208.	Children's Rights Kate Douglas Wiggin.
20 9.	Theory of Educational Sloyd Salomon.
210.	Kindergarten Stories and Morning
	Talks
211.	Entomology for Beginners Packard.
212.	Nature Study Jackman.
213.	How to Know the Wild Flowers Dana.
214.	Flowers and Their Pedigrees: Grant Allen.
215.	Native Trees L. W. Russell.
216.	A Year Among the Trees Wilson Flagg.
217.	Trees of the Northern U. S Apgar.
218.	From Seed to Leaf Newell.
219.	Working Drawings in Sloyd Gustaf Larsson.
220.	Report of the Commission on Manual
	Training and Industrial Education.
221.	Lange's Apperception DeGarmo.
222.	Inventional Geometry Wm. George Spencer.
223.	Inventional Geometry Wm. George Spencer.

CONCLUSION.

It is no easy task to prepare a report each year for our citizens which will give them the information they may desire about their school system and its operation, and set forth the proper suggestions for its improvement. And, after all, it is also doubtful whether very many of those who should be

most interested in the schools, those whose children attend them, take even the pains to glance at its pages after it is prepared. I often wonder that so many parents are willing to remain in almost complete ignorance of the schools to which year in and year out they entrust the physical, mental and moral well-being of their children. I for one wish that more of them would take an active interest in everything that concerns the schools. If they did teachers and pupils would be stimulated and encouraged in their efforts, and the acts of the school authorities being better understood, would receive heartier endorsement, or at least more intelligent criticism.

It appears to me, in dealing with the many cases of discipline, truancy, and neglect of work that arise each year that many parents are inclined to throw too much responsibility The teachers strive hard to inculcate habits upon the schools. of order, neatness, politeness, regularity, and diligence in performance of duty, and morality, but their efforts must be supplemented by the proper direction of the children outside the school if the teaching is to have its proper effect in school. Moral lessons in the schools cannot counteract the pernicious influences of the street and the cheap variety show; and parents who permit their children to drift about the city day and evening, or attend entertainments which are debasing, must not be surprised if their children are not what they should be. Again, it is difficult for the schools to enforce upon the pupils habits of obedience to law, and diligence in the performance of duty, if at home there is no government, and the whims of the children are catered to there. Children should be sent to school regularly and promptly; their pastimes out of school should have the parents' thought and direction; their complaints of injustice done them in school should receive consideration; but only after careful investigation of the facts should judgment be passed. If these things were done, there would be less friction between pupils and teachers; the children would learn to expect justice, not approval, at home, whether right or wrong; and they would grow up with better dispositions, and trained to a fuller sense of justice and duty.

In closing, I wish to express to the teachers my appreciation of their work, their ready response to suggestion, and their cooperation in carrying forward new lines of work.

To the School Committee, much credit is due for their unselfish labor in the interests of the schools, and I wish to express here my thanks for their support and their forbearance.

Respectfully submitted,

WILLIAM E. HATCH,

Superintendent of Schools.

LIST OF TEACHERS.

HIGH SCHOOL.

Summer street, between Mill and North streets.

Grade.

Olade.				
	Charles S. Moore, pri	ncipal,	25 Seventh street,	\$2,750
	Charles T. Bonney, J.	r., sub-master,	121 Washington street	et, 1,600
	Charles R. Allen, scie	ence teacher.	County street,	1,600
1	Sarah D. Ottiwell, ass	sistant.	184 Kempton street,	900
2	Lydia J. Cranston,	44	129 Elm street,	900
2	Elizabeth P. Briggs.	**	366 Union street,	900
3	Lucretia N. Smith,	• •	72 Foster street,	900
3	Mabel W. Cleveland.	**	81 North street,	800
4	Mary E. Austin.	"	512 Kempton street,	900
4	Emma K. Shaw,	"	72 High street,	900
4	Helen L. Hadley	"	196 Grinnell street.	800
	Katharine M. Crabtre	e, drawing,	256 Union street,	700

GRAMMAR SCHOOLS.

FIFTH STREET:

Fifth street, corner of Russell street.

	Allen F. Wood, princip	al,	111 Acushnet avenue,	\$1,900
5	Lydia J. Macreading, as	ssistant.	17 Bonney street,	600
5	Harriet F. Hart,	44	233 Acushnet avenue,	600
G	Mary E. Allen,		25 Madison street,	600
6	Sarah E. Stoddard,	"	352 County street,	600
7	Emma A. McAfee.	••	63 Fifth street,	600
7	Janet Hunter,	••	55 North Sixth street,	600
8	Blanche W. Sheldon,	4.4	28 Fifth street,	600
8	Mary A. Kane,	••	127 Grinnell street,	600
9	Grace L. Carver.		147 Acushnet avenue.	550
9	Nancy H. Brooks,	4.6	135 Fourth street,	600

MIDDLE STREET:

Summer street, between Elm and Middle streets.

	George H. Tripp, principal,		Fairhaven,	\$1,900
5	Helen Ring,	assistant,	271 Union street.	600
6	Katharine Comme	rford, ''	Ashland street,	600
6	Etta M. Abbott,	••	233 Middle street,	600
7	Lucy B. Fish,		115 Maxfield street,	600
7	Julia C. Gifford,	4.	9 Arch street,	475
8	Clara B. Watson,	••	37 Fifth street,	600
8	Helen McCoy,	**	68 Walden street,	450
9	Clara S. Vincent,		233 Middle street,	600
8	Agnes J. Duniap,	• •	117 Hillman street,	600

PARKER STREET:

Parker street, near County street.

	Francis J. Heavens, principal,	64 Willis street,	\$1,900
5	Anna L. Jennings, assistant.	, 115 Maxfield street,	600
5	Agnes W. Lindsey, "	105 Elm street,	600
6	Susan H. Lane, "	264 Pleasant street,	600
в	Emma D. Larrabee,	14 Parker street,	600
7	Regina M. Paul, "	29 Parker street,	500
7	Martha A. Hemenway,	5 Lincoln street,	600
8	Elizabeth B. Brightman, "	14 Parker street,	600
8	May L. Pettey,	22 Pope street,	600
8	Mariana N. Richmond, "	34 High street,	600
9	Mary E. Sturtevant,	220 Summer street.	600
9	Emily A. Delano, "	East Freetown.	600

THOMPSON STREET:

Thompson street, corner Crapo street.

7	Katharine N. Lapham,	principal,	Union street,	\$1200
8, 9	Lizzie M. Briggs, ass	istant,	351 County street,	450
8	Cora B. Cleveland,	••	81 North street.	500
9	Mary A. Macy,	••	72 Bedford street,	600
9	Daisy M. Butts,	••	116 Willis street,	500
13	Leonora B. Hamblin,	••	South Orchard street,	550
13	Annie L. Brownell,		15 Sherman street,	500

HARRINGTON TRAINING SCHOOL:

Court street, corner of Tremont street.

Josephine B. Stuart, principal.	464 County street,	\$1,500
Anna W. Braley, assistant.	619 County street.	1,000
Belle Almy, "	201 Cottage street,	450
Fannie M. Spooner, "	70 Morgan street,	425

Julia W. Corish, "	86 Mill street,	\$425
Grace W. Russell,	152 Purchase street.	400
Kate Moore,	105 Park street,	425
Florence A. Poole,	168 Mill street.	400

PRIMARY SCHOOLS.

ACUSHNET AVENUE:

Acushnet avenue, near Grinnell street.

10	Jane C. Thompson, principal,	100 Washington street. \$	700
10	Caroline S. Silva, assistant,	81 Washington street.	550
11	Hattie L. Finlan, "	186 County street,	550
11	Elizabeth Bennett, "	46 State street,	500
12	Margaret H. Holmes. "	661 County street,	450
12	Annie M. King, "	1074 South Water street.	425
13	Harriet N. Hyatt, "	Acushnet,	425
13	Julia M. Pilling, "	24 Seventh street,	425
13	Harriet L. Cornell, "	151 Middle street,	425

I. W. BENJAMIN:

Division street, between Acushnet avenue and Second street.

	Jane E. Gilmore, princ	ipal,	245 Acushnet avenue,	\$800
10	Susan M. Tompkins, a	ssistant,	2 Court street,	550
10	Nellie W. Davis,	••	49 Bedford street.	550
11	Dora A. DeWolf,	••	169 Middle street.	425
11	Sarah E. Kirwin,		101 South Sixth street,	550
11, 12	Charlotte M. Allen.		118 Fisth street,	425
12	Sarah A. Winslow.	••	315 County street,	550
12	Alice A. Taylor,	••	299 County street,	500
12	Eleanor V. Tripp,		12 Sherman street.	450
13	Annie C. O'Connor.	•••	299 County street,	550
13	Mabel Bennett.	••	114 High street.	450
13	Julia A. Hunt,	••	20 Court street,	400
13	Emma L. Gartland.	••	51 Washington street,	425

CEDAR STREET:

Cedar street, corner of Maxfield street.

10	Annie S. Homer, principal,	117 Hillman street,	\$650
11	Bessie P. Pierce, assistant,	124 Hillman street,	550
12	Abby D. Whitney,	59 Hill street,	550
12	Annie L. Edwards,	62 North street.	550
13	Willetta B. Nickerson. "	85 Morgan street,	550
13	Mabel L. Hathaway, "	743 County street,	450

CEDA	R GROVE STREET:		
	Cedar Grove street, near A	Acushnet avenue.	
10 10, 11 11 11 12 12 13 13 13 13 7, 8	Maria B. Clark, principal, Flora E. Estes, assistant, Kate Sweet. Carrie A. Shaw, Isabella F. Winslow, Annie G. Brawley, Edith K. Weeden, Mary J. Eldridge, Caroline O. Bonney, Ruth E. Pease, Sara M. Hatch, Lizzie E. Omey, Alice A. Richardson.	131 Chestnut street, 535 Purchase street, 287 Kempton street, 94 State street, 67 North street, 68 Walden street, 614 County street, 200 South Second street, 52 Bonney street, 658 County street, 1213 Acushnet avenue. 63 Thomas street, 743 County street,	425 425
CANN	ONVILLE:		
	Rockdale ave	nue.	
	Adelaide J. McFarlin, principal. Ethel W. Denham, assistant.	Cottage street. 363 Cottage street.	\$550 425
DART	MOUTH STREET:		
	Dartmouth street, corner of	of Hickory street.	
11 12 12 12, 13 13	1sadore F. Eldridge, principal, M. Eva Schwall, assistant, Edith M. B. Taber, Annie F. Smith, Nellie H. Cook, Mary C. Barstow, Grace H. Potter, Sara H. Kelley, TH STREET: Fourth street, corner of	44 Sherman street, 11 Bonney street, 82 Walden street, 18 Bonney street, 6 South Ash street, 337 South Orchard stre 100 Madison street, 24 Seventh street,	\$700 550 450 500 450 450 eet, 550 550
10	Sarah H. Cranston, principal.	129 Elm street.	\$650
11	Eliza H. Sanford, assistant.	112 Fourth street.	550
11 12	Grace Covell, "	128 School street.	450
13	Sarah E. Sears,	21 Griffin street.	550
13	Annie L. Macreading,	53 Walnut street. 17 Bonney street.	550 550

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SUPERINTENDENT'S REPORT.

SYLVIA ANN HOWLAND:

Pleasant street, between High and Kempton streets.

10	Carrie E. Footman, principal,	72 State street,	\$600
11	Mary J. Graham, assistant,	12 Court street,	550
12	Helen J. Kirk, "	27 Franklin street,	550
13	Amelia Lincoln, "	87 Walden street,	550

LINDEN STREET:

Linden street, near Ashland street.

10	Elizabeth P. Spooner, principal,	129 Hillman street.	\$600
11	Isabella Luscomb. assistant,	245 Cedar street,	550
12	Isadora Foster,	48 Parker street,	550
13	Lucy S. Leach. "	91 Maxfield street,	550
13	Ruth M. Tripp, "	238 Acushnet avenue,	400

MERRIMAC STREET:

Merrimac street, corner of State street.

10	Sarah H. Hewins, principal,	111 Merrimac street.	\$600
11	Addie West. assistant.	232 Pleasant street,	550
12	Annie I. Dexter, "	ll Franklin street,	550
13	Harriet S. Damon	223 Pleasant street.	550

MAXFIELD STREET:

Maxfield street, corner of Pleasant street.

13	Mary B. White, principal,	57 Foster street,	\$600
12	Annie E. Pearce, assistant.	151 Hillman street.	550
11	Clara C. M. Gage,	78 Mill street,	550
10	Mary E. Pasho, "	169 Grinnell street.	500

UNGRADED SCHOOLS.

Acushnet:

Acushnet avenue.

Charlotte C. Carr, principal.	56 Spring street,	\$700
Belle B. Wheeler, assistant.	2 Mt. Vernon street.	600
Caroline O. Pierce. "	1 Spruce street,	550

CLARK'S POINT:

Mary E. McAuliffe.	principal.	380 Purchase street.	\$450

SUPERINTENI	DENT'S REPORT.		109
North:			
Mary I. Ashley, principal,	Clifford,		\$600
PLAINVILLE:			
Mary E. Haney, principal,	Shawmut,		\$575
ROCKDALE:			
Lillian T. Thomas, principal	, Box 275,		\$500
North Mill:			
In Merrimac stre	et school building.		
Emma R. Wentworth, principal, Mary L. Hillman, assistant,	117 Hillman street 81 Mill street,	, \$15.50 pe 10.00	er week.
SOUTH MILL:			
In Thompson stre	et school building.		
Lucy J. Remington, principal, Ruby M. Tripp, assistant,	Fifth street, 407 Cedar street,	\$15.50 pe 10.00	er week.
EVENING DRA	WING SCHOOL.		
George H. Nye,		\$9.00 pc	r week.
George A. Stetson,		7.00	
Catharine M. Crabtree,		6.00	"
EVENING ELEME	ENTARY SCHOOL	ىs.	
FIFTH STREET:			
Oliver W. Cobb,		\$6.00 pe	er week.
Mrs. C. T. Johnson.		3.00	4.4
Grace H. Potter,		3.00	4.6
		0.00	

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Lillie C. Tillinghast,

Clara B. Watson,

Alice A. Taylor,

Nellie H. Cook, Annie C. Hart,

Mary J. Graham,

Julia C. Gifford,

Grace W. Russell,

Annie L. Burbank,

Sarah E. Stoddard, Lizzie M. Briggs,

Kate Moore,

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MERRIMAC STREET:

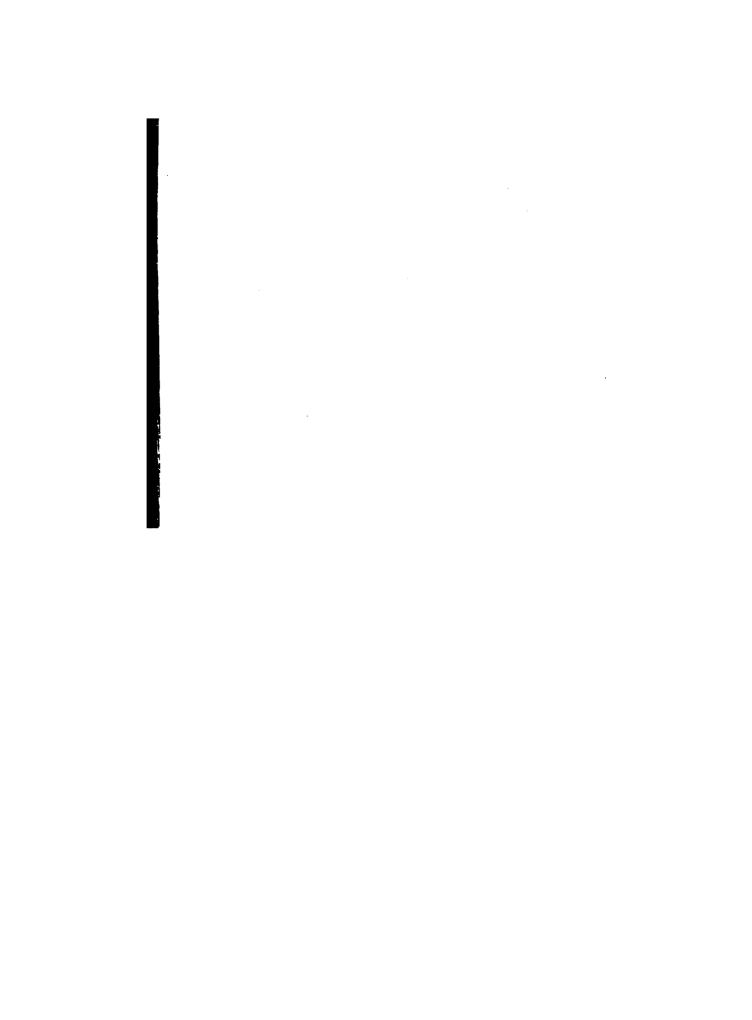
Emma L. Gartland.

MERRIMAC STREET:		
Mary A. Kane,	\$6.00 per	week
Alice A. Richardson,	3.00	
Harriet L. Cornell,	3.00	
Mabel L. Hathaway,	3.00	••
Sarah E. Kirwin,	3.00	••
Florence A. Poole,	3.00	••
Charlotte M. Allen.	3.00	••
PARKER STREET:		
George H. Tripp,	\$6.00	
Maria B. Clark,	3.00	
Emma D. Larrabee,	3.00	
Mary F. Wilde,	3.00	
Emma R. Wentworth,	3.00	
Julia W. Corish,	3.00	
Sara L. Tallman,	3.00	
CEDAR GROVE STREET:		
Allen F. Wood,	\$6.00	
Zenas M. Briggs,	3.00	
Annie G. Brawley,	3.00	
Nannie P. Slocum,	3.00	
Emma B. McCullough,	3.00	
Grace L. Carver,	3.00	• •
Mary R. Hinckley,	3.00	
Dora A. DeWolf,	3.00	
Flora E. Estes,	3.00	• •
Robert E. Washburn,	3.00	٠-
Emma A. McAfee,	3.00	
Cora G. Bingley,	3.00	• •
Mary E. McAuliffe,	3.00	
Elizabeth D. Hicks,	3.00	
Lucia E. Bliss,	3.00	
Grace L. Bates.	3.00	
Abby R. Johnson.	3.00	
Thompson Street:		
Joseph P. Kennedy,	\$6.00	
Mrs. K. K. Whelden,	3.00	
Janet Hunter,	3.00	
		_

3.00 - -

SUPERINTENDENT'S	REPORT
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: M. King,		
Ring,	\$3.00 per we	eek
\. Hunt,	3.00 "	
C. E. Kirwin,	3.00	
Comey,	3.00 "	
Almy,	3.00 "	
n H. Swasey,	3.00 "	
nnie Murphy,	3.00 "	
	3.00 "	



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ANNUAL REPORT

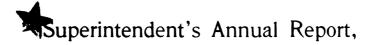
OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE



FOR THE YEAR 1894.

NEW BEDFORD:

E. ANTHONY & SONS, Incorp., CITY PRINTERS.

1895.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

Superintendent's Annual Report,

FOR THE YEAR 1894.

NEW BEDFORD:

E. ANTHONY & SONS, Incorp., CITY PRINTERS.

1895.

LOCATION OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE AS REPORTED BY THE CENSUS OFFICERS.

	Attending Public Schools.	Attending Private or Parochial Schools.	Attending no School.
Ward One,	1,229	1,642	557
Ward Two,	457	178	92
Ward Three,	605	44	77
Ward Four,	411	34	64
Ward Five,	593	151	105
Ward Six,	2,268	666	492
	5,563	2,715	1,387

It is very evident from the school census of 1894 that the depression in business not only retarded the growth of population of the city, but also sent children into the public schools who had been at work and others who had been attending private and parochial schools.

While the increase in the number of children in the city from the time the census was taken in 1892 to the time it was taken in 1893 was 861, for the same time between 1893 and 1894 it was only 199,—a difference of 662. The returns show also 209 decrease in the number of pupils not attending any school, 37 increase in the number reported as attending private and parochial schools, and 371 increase in the number reported as attending the public schools.

It appears, then, that in times of depression some of the children who have been thrown out of employment reenter the schools, and others go to the public schools who in a period of prosperity would go to private or parochial schools.

The school census was taken in May by five censustakers, several of whom have performed this duty for several years, and the data secured by them is without doubt very accurate. Their reports furnish no data, however, by which to verify the enrollment of pupils, and indeed cannot be made to do so.

It may seem strange that each year so many pupils are reported who are attending no school. These pupils are of two classes: first, those between the ages of five and eight who are not compelled by law to attend school, and whose parents do not enter them; second, those who have completed their school time after becoming thirteen years old. There may be a very small number who evade the laws in relation to attendance at school, but few such escape the notice of some of the school authorities.

III. SCHOOL ORGANIZATION.

High,	1
Training school for teachers,	1
Grammar,	5
Primary,	12
Country,	5
Mill,	2
	_
•	26
IV. SCHOOL BUILDINGS.	
Occupied by the schools,	22
ROOMS USED FOR SCHOOL PURPOSES (DAY SCHOOLS), HALLS AND RECITATION ROOMS.	INCLUDING
High,	17
Training,	9
Grammar,	42
Primary,	75
Mill,	4
Country,	8
Manual training,	2
Rooms unoccupied,	8
Total,	165
Louis	100
Rooms used for both day and evening schools,	27
Rooms used for evening drawing schools,	3

V. SEATS.

High school,	Seats occupied. 358	Seats unoccupied. 27
Grammar schools,	1,594	239
Primary schools,	3,326	385
Training school,	325	47
Mill schools,	110	46
Country schools,	216	68
	-	
Total,	5,929	812

VI. TEACHERS.

Whole number in service, Dec. 21, 1894:

High school,	13
Training school,	10
Grammar schools,	42
Primary schools,	78
Country schools,	7
Mill schools,	4
Special teachers,	7
Temporary assistants,	1
Evening schools,	61
	- -
Total.	993

VII. PUPILS.

DAY SCHOOLS, 1894.

Whole number of pupils enrolled of all ages,	7,426
Average number of pupils belonging,	5,751
Average daily attendance,	5,270
Per cent. of attendance,	91.8
Number of half-days absence,	176,508
Number cases of tardiness,	15,893
Number cases of dismissal,	31,950
Number cases of truancy reported by teachers,	245
Number cases of corporal punishment,	906
Number cases of suspension,	18
Half-days absence of teachers,	1,305
Number cases of tardiness by teachers,	157
Number visits made the schools by the Superintendent,	516
Number visits made the schools by the School Committee,	451
Number visits made the schools by parents and others,	4,410

EVENING SCHOOLS, 1894.

1,958
1,132.5
912.1
80.5
6,711
326
24
57

EVENING DRAWING SCHOOL, 1894.

Whole number pupils enrolled,	138
Average number belonging,	71
Average nightly attendance,	59.4
Per cent. of attendance,	83.7
Number visits made by the Superintendent,	3
Number visits made by School Committee,	4

COST OF INSTRUCTION PER SCHOLAR BY SCHOOLS.

In this connection the cost of instruction per scholar is based upon the average number belonging to each school during the year, and the amount expended for hire of teachers, fuel, care of school houses, books and supplies (except those furnished from the income of the Sylvia Ann Howland fund), the term "care of school houses" including only the salaries of janitors.

Elsewhere in the report is given the cost, by departments, of each pupil, based on the average number belonging and the total amount expended for the maintenance of each department during the year. This last computation furnishes the basis upon which tuition of non-residents will be collected.

TABLE I. This table is computed, as in former Reports, on the items classified above.

The cost of maintenance of each pupil in the High school	
for the year has been	\$ 54.84
Grammar department:	
Fifth Street,	27.13
Middle Street,	28.04

SCHOOL REPORT.

Parker Street,	\$25.6 8
Thompson Street,	24.11
Cedar Grove Street,	19.95
Harrington Training,	25.30
Primary department:	
Harrington Training,	28.92
Acushnet Avenue,	19.63
W Benjamin,	17.20
Cedar Street,	18.71
Cedar Grove Street,	17.15
Cannonville,	23.19
Dartmouth Street,	16.86
Fourth Street,	28.13
S. A Howland,	23.39
Linden Street,	18.73
Merrimac Street,	21.32
Maxfield Street,	25.38
Thompson Street,	15.68
Ungraded schools:	
Acushnet,	32.32
Clark's Point,	33.58
North,	22.69
Plainville,	44.59
Rockdale,	32.17
North Mill,	37.57
South Mill,	22.16
Evening schools:	
Cedar Grove Street,	3.74
Fifth Street,	3.35
Merrimac Street,	3.76
Parker Street,	5.06
Thompson Street,	3.54
Evening Drawing,	9.44
The average cost of a —	
Grammar school pupil was	\$26.12
Primary school pupil was	20.21
Ungraded school pupil was	30.96
Mill school pupil was	27.87
Elementary evening school pupil was	3.73
Evening drawing school pupil was	9.44
The average cost of a day school pupil was	25.23

TABLE II. The average cost per pupil by departments, based on the average number belonging and the total expenditures for each department, was as follows:—

High school,	\$ 56.21
Grammar schools,	26.26
Primary schools,	20.93
Ungraded schools.	34.67
Evening elementary schools,	3.73
Evening drawing school,	9.44
Average cost of a day school pupil,	\$2 5.41
Average cost of an evening school pupil, including draw-	
ing school,	4.06

RECEIPTS AND EXPENDITURES FOR 1894.

RECEIPTS.

General and special appropriations as follows:	
For teachers' salaries,	\$ 103,480.00
Incidentals (including salaries of officers and janitors,	
books, supplies, etc.),	30,720.00
Fuel,	5,160.00
Repairs of buildings,	5,640.00
Special appropriations:	•
Fuel,	1,500.00
Fitting and furnishing rooms at Fourth street and Acush-	
net avenue,	5,800.00
Balance of cooking school appropriation, 1893,	38.90
Balance of manual training school appropriation, 1893,	988.43
	\$ 153,327,33
73 Y C 13 T 13 T 15 T 17	

EXPENDITURES.

For teachers' salaries:		
Day schools,	\$98,961.99	
Evening schools,	3,377.50	\$ 102,339.49
For incidentals:		
Salaries of officers, including truant officers	s and mes-	
senger,		5,554.79
Salaries of janitors, day and evening schools,		11,651.95
Books and supplies,		5,646.85
Heating apparatus,		1,170.95

SCHOOL REPORT.

Miscellaneous (including rent of school committee rooms and other rooms used for school purposes, lighting	
evening schools, janitors' supplies, school furniture,	
etc.),	\$ 6,720.34
For fitting and furnishing rooms at Fourth street and	•••
Acushnet avenue,	5,432.37
For repairs of buildings,	5,140.55
For cooking school,	38.90
For manual training school,	752.97
For fuel,	6,336.43
	\$150,785.59
Summary:	
Receipts, \$153,327.33	
Expenditures, 150,785.59	
DOG FUND.	
Balance, Jan. 1, 1894, \$3,306.28	
Received, Feb., 1894, 1,337.59	\$4,643. 87
Expenditures for 1894,	1,011.67
Balance,	\$ 3,632.20
Received from non-resident pupils, which has been paid	
to the City Treasurer, and placed to account of unap-	
propriated funds,	\$96 8.04
Received from books and supplies.	26.41
Received from sale of stoves at William street,	28.00
Received from sale of moulding table,	10.53
Received from G. A. Bobrick, for school furniture,	7.63
	\$1,040.61
SYLVIA ANN HOWLAND EDUCATIONAL FU	IND.
Balance of income on hand, Jan. 1, 1894,	\$207.25
Interest for the year,	3,000.00
	\$3,207.25
Expenditures for the year,	3,190.25
Balance, Jan 1, 1895,	\$17.00
Cost of books and supplies during 1894,	\$ 3,190.25
Cost of books and supplies in stock Jan. 1, 1894,	336.72
	\$3,526.97

SCHOOL REPORT.

Cost of books and supplies charged to schools, 1894,	\$ 3,256,07
Cost of books and supplies in stock Jan. 1, 1895,	265.94
Cash receipts from sale of supplies,	4.96
	\$ 3,526.97

Disbursements to the several schools, and otherwise, are as follows:—

High school,	8491.55
Fifth Street Grammar school,	185.26
Middle Street Grammar school,	142.49
Parker Street Grammar school,	123.33
Thompson Street school,	43 8.71
Harrington Training school,	162.53
Acushnet Avenue Primary school,	91.57
I. W. Benjamin Primary school,	140.56
Cedar Grove Street Primary school,	285.44
Cedar Street Primary school,	69.14
Cannonville Primary school,	21.48
Dartmouth Street Primary school,	182.76
Fourth Street Primary school,	74.49
S. A. Howland Primary school,	39.80
Linden Street Primary school,	54.24
Merrimac Street Primary school,	33.57
Maxfield Street Primary school,	47.12
Acushnet school,	7.85
Clark's Point school,	6.90
North school,	63.50
Plainville school,	41.61
Rockdale school,	10.19
North Mill school,	.75
South Mill school,	22.92
Manual Training school,	8.50
Care of musical instruments,	. 337.00
Express and freight,	57.12
Pedagogical library,	12.69
Lectures,	60.00
Covering and binding books,	4.25
Miscellaneous supplies,	38.75
Cash sales,	4.96
Stock on hand Jan. 1, 1895,	265.94

\$3,526.97

DETAILED STATEMENT.

Outlay by the School Committee from the income of the Sylvia Ann Howland fund, from Jan. 1, 1894, to Jan. 1, 1895:—

BOOKS AND PERIODICALS.

American Book Co.,	\$74 .31	
Allyn & Bacon,	. 8.00	
Boston School Supply Co.,	58.12	
Damrell & Upham,	11.75	
Educational Publishing Co.,	40.68	
Ginn & Co.,	58.64	
Heath, D. C. & Co.,	81.59	
Holt, Henry & Co.,	3.50	
Houghton, Mifflin & Co.,	252.56	
Hutchinson & Co.,	32.35	
Kellogg, E. L. & Co.,	1.70	
Leach, Shewell & Sanborn,	77.84	
Lee & Shepard,	102.41	
Lothrop, D. & Co.,	.40	
Little, Brown & Co.,	5.15	
Maynard, Merrill & Co.,	18.00	
New England i'ublishing Co.,	14.50	
Prang Educational Co.,	29.20	
Putnam's Sons, G. P.	8.55	
Potter & Co., John E.	9.50	
Porter & Coates,	2.16	
Silver, Burdett & Co.,	20.85	
Schoenhof, Carl,	56.36	
Taber, Robert W.	76.35	
University Publishing Co.,	16.67	\$1,061.14
PEDAGOGICAL LIBRAI	RY.	

Heath, D. C. & Co.,	\$ 0.76	
Hatch, W. E.	5.00	
Kellogg, E. L. & Co.,	2.93	
Putnam's Sons, G. P.	4.00	\$12.69

LECTURES.

Boyden, Arthur C. **\$60.00**

SCHOOL REPORT.

MIISIC

MUSIC.		
Ditson, Oliver & Co.,	8 2.25	
Ginn & Co.,	700.87	
Haynes, John C. & Co.,	12.15	
Peirce, George	337.00	
Potter, Abby T.	250.00	\$1,302.27
BINDING AND COVER	ING BOOKS.	•
Buck, T. S.	\$ 3.00	
Kane, D. J. & Bro.,	75.27	
Wing, Charles F.	4.13	\$ 82.40
PRIMARY DEPAR	TM ENT.	
Dennison Manufacturing Co.,	\$ 25.00	
Eagle Pencil Co.,	3.21	
Perry, George S. & Co.,	113.25	\$141.46
APPARATU	s.	
Eimer & Amend,	\$27.51	
Franklin Educational Co.,	5.03	
Haskins, Charles N.	12.00	
King, J. D.	11.00	
Library Bureau,	10.25	
Mackie, James	1.00	
New Bedford Gas Light Co.,	· .90	
Queen & Co.,	22.80	
Smith-Carleton Iron Co.,	3.00	
Sherman, C. R. & Son,	3.75	\$ 97.24
EXPRESS AND F	REIGHT.	
Ditson, Oliver & Co.,	\$ 0.10	
Eimer & Amend,	.20	
Frost & Adams,	.14	
Gray, Charles A.	5.80	
Hatch & Co.,	34.70	
Jennings, William A.	16.00	
Prang Educational Co.,	.08	
Schoenhof, Carl	.10	\$ 57.12
MISCELLANEO	ous.	
Adams, Charles F.	\$ 57.50	
Brightman, F. S.	9.00	
Board of Topographical Survey,	.75	
Caproni Bros.,	7.30	

Frost & Adams,	\$2.00	
Heath, D. C. & Co.,	9.62	
Holden Patent Book Cover Co.,	82.36	
Hammett, J. L.	92.00	
Hutchinson, H. S. & Co.,	.50	
Lumbard, A. M.	71.85	
McAllister, T. H.	20.70	
Peirce, Edward M.	2.00	
Richter, George H. & Co.,	11.23	
Taber, Robert W.	1.75	
Ullman Manufacturing Co.,	6.71	8375.27

The balance unexpended of this fund has been gradually growing less each year, and that of the present year is but \$17. While the Committee expends this income each year in accordance with the terms of the bequest as it interprets these terms, it is evident that with the growth of the schools either certain expenditures now made from this income must be devoted to the text-book and supply account, or discontinued entirely. A considerable amount is now expended from this fund each year for music books.

Although vocal music is not a study required by statute to be taught in the public schools, the School Committee has power by statute to require it to be taught, and, as it has done so, these books can be purchased from the regular appropriation and the amount required for this purpose from the income of the Howland fund might be used for some other things which are desirable for the schools, but which cannot legally be purchased from the regular appropriation. This is also true of the supplementary reading books which have always been purchased from the income of the Howland fund. They can be legally purchased from the regular appropriations, and in most places are. In the past it has been a matter of expediency to purchase them from the income of the Howland fund. Whether it

will be best to continue this practice much longer is a question worthy of consideration.

TEXT-BOOKS AND SUPPLIES.

STATEMENT.

Cost of books and supplies purchased during 1894,	\$5,646.85
Cost of books and supplies in stock Jan. 1, 1894,	1,296.18
	\$ 6,943.03
Cost of books and supplies charged to schools in 1894,	\$ 5,866.94
Cost of books and supplies in stock Jan 1, 1895,	1,049.68
Cash receipts from sale of books and supplies,	26.41
	04.049.00
	\$ 6,9 43 .03

The cost in detail of books and supplies furnished the several schools for the year 1894 is as follows:—

	Supplies.	Books.	Total.
High school,	\$ 623.63	\$ 698.50	\$ 1,592.12
Fifth Street Grammar school,	345.45	462.91	808.36
Middle Street Grammar school,	231.67	218.09	449.76
Parker Street Grammar school,	299.06	242.82	541.88
Thompson Street Grammar school,	200.19	98.08	299.27
Acushnet Avenue Primary school,	64.98	$\boldsymbol{67.25}$	132.23
I. W. Benjamin Primary school,	106.60	108.87	215.47
Cedar Street Primary school,	58.00	37.96	95.96
Cedar Grove Street Primary school,	232.65	140.54	373.19
Cannonville Primary school,	20.20	11.88	32.08
Dartmouth Street Primary school,	99.33	82.53	181.86
Fourth Street Primary school,	50.81	61.98	112.79
S. A. Howland Primary school,	42.93	43.36	86.29
Linden Street Primary school,	34.51	36.33	70.84
Merrimac Street Primary school,	47.92	35.82	83.74
Maxfield Street Primary school,	26.87	25.06	51.93
Harrington Training school,	154.98	121.73	276.71
North Mill school,	13.18	5.83	19.01
South Mill school,	15.41	34.21	49.62
Acushnet school,	49.62	33.38	83.00
Clark's Point school,	16.20	18.42	34.62
North school,	31.12	27.19	58.31

Frost & Adams,	\$2.00	
Heath, D. C. & Co.,	9.62	
Holden Patent Book Cover Co., *	82.36	
Hammett, J. L.	92.00	
Hutchinson, H. S. & Co.,	.50	
Lumbard, A. M.	71.85	
McAllister, T. H.	20.70	
Peirce, Edward M.	2.00	
Richter, George H. & Co.,	11. 23	
Taber, Robert W.	1.75	
Ullman Manufacturing Co.,	6.71	\$ 375.27

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SCHOOLHOUSES.

The improvement in the quality of the schoolhouses of the city during the past few years has been very marked. Seven years ago there were in use a number of schoolhouses which were antiquated in their construction, inadequate in their appointments, and whose sanitary conditions were a constant menace to the health of both pupils and teachers. Such were the Kempton Street, the Grove, the Acushnet Village, the Arnold Street, the old Dartmouth Street, the old Fourth Street, and the William Street school-These have either been replaced by buildings of modern construction built on the same sites, or have been abandoned and the pupils transferred to other and more suitable buildings. There remains within the city limits proper but one schoolhouse which is both old and inadequate for the needs of the district in which it is situated. This is the Linden Street schoolhouse. Another and more suitable lot has been purchased, however, in this district, and plans either have been or are about to be adopted for an eight-room brick building of modern design to be placed upon it.

During this period of seven years the following entirely new brick schoolhouses have been built: the Harrington Memorial, the Isaac W. Benjamin, the Sylvia Ann Howland, and the Fourth Street. The following brick buildings have been remodeled and enlarged: the Cedar Grove Street and the Acushnet Avenue. The Acushnet Village schoolhouse, a three-room wooden building, has been rebuilt, and the North and the Dartmouth Street schoolhouses, wooden buildings, have been enlarged.

When the new schoolhouse is built to take the place of the one on Linden street, there will be few cities where the pupils will be better housed. In all the cases when new schoolhouses have been built or new ones remodeled within the past few years, an effort has been made to construct them with due regard to the best methods of heating, lighting, and sanitation. If any of these buildings are failures in the above respects it is not because these matters have not received due consideration by the School Committees and the City Governments under whose administrations they have been built, but for other reasons.

These new schoolhouses that have been built vary widely both in design and cost per foot of floor space. The contrast in these respects is much more marked between them than between those that were built earlier, as the Parker Street, the Middle Street and the Fifth Street schoolhouses.

When a schoolhouse containing say eight rooms well heated, lighted, ventilated, and fitted with modern sanitaries, can be built for from \$30,000 to \$35,000, why should nearly twice that sum be expended? Several of the recent schoolhouses have cost too much. The growing needs of the city will not justify lavish expenditures for new schoolhouses. The School Committee does not favor school houses so embellished that their cost is excessive, neither does it favor the erection of schoolhouses in which proper provision is not made for the health of teachers and pupils; nor does it advocate buildings whose exterior is an eyesore on account of cheapness of construction.

An eight-room building constructed in conformity with modern ideas as to heat and sanitation and sufficiently ornate in its exterior appearance ought to be built for from \$30,000 to \$35,000; and a twelve-room building for from \$40,000 to \$45,000. There are such schoolhouses; there are some in this city which are satisfactory, and their cost should serve as a limit in the construction of future school buildings here.

The new Fourth Street schoolhouse and the enlarged and remodeled Acushnet Avenue schoolhouse were com

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NEW BEDFORD HIGH SCHOOL GRADUATING EXERCISES.

JUNE 29th, 1894.

PRAYER BY REV. M. C. JULIEN.

- 1. SONG, "Gypsy Chorus" from "The Bohemian Girl." Balfe.

 By THE SCHOOL.
- 2. SALUTATORY ADDRESS.

ALICE MARIA BRIGHTMAN.

- 3. *ORATION, "Athletics in Relation to School Work."

 ERNEST CUSHMAN READ.
- 4. SONG, "Wiegenlied."

Frank.

Caldicott.

- BY THE SCHOOL.

 5. *ESSAY, The Class Motto "Vincit, qui se Vincit."
- JANE WITTER STETSON.
 6. SONG, "Where Are You Going To?"
- BY THE SCHOOL.

 7. BOURNE PRIZE ESSAY, "The Acadians."

 SYLVIA WOOD PAULDING.
- 8. SONG, Chorus from "Judas Maccabæus."

 BY THE SCHOOL.
- 9. PRESENTATION OF DIPLOMAS.
 - By His Honor Mayor Brownell.
- 10. CLASS SONG. \{\begin{aligned} \text{Words by Susan Macomber Gifford.} \\ \text{Music by Eva Jenks Lawton.} \end{aligned}

Though to him who bravely struggles
On the bloody battlefield,
We may give all praise and honor,
Though we may all glory yield
To the hero, him who conquers
By the might of spear and shield,
Yet there is a nobler combat,
Fought with weapons all may wield.

Chorus: To conquer self, our noble aim,
Our motto high and true;
A greater gain, than wealth or fame,
The task we'll strive to do.

^{*}The Class elect the Class Orator and the Class Essayist.

'Tis to him who, never flinching,
Bears the burdens of the day,
Who with patience, uncomplaining,
'Toils along the upward way,
Who with hope and courage ever,
'Though the world may on him frown,
Seeks the truth and holds it bravely
'That is given the victor's crown. Chorus.

Then we'll rouse our strength for battle,
Broader fields before us lie;
Far beyond them, brightly gleaming,
Shines a glorious destiny.
Press we onward; if the march is
Hard and long, be this our cry,—
"After toil and trouble, surely,
Then will come our victory." Chorus.

11. VALEDICTORY ADDRESS, "Tomorrow to Fresh Woods and Pastures New."

BERTHA CHASE HATHAWAY.

GRADUATES, CLASS OF '94.

Vincit, qui se Vincit.

Frederick Augustus Blossom, Harry Everett Boomer, Ira Mason Chace, Jr., Arthur Franklin Colwell, Vernon Clifton Faunce, John Ashley Gammons, Arthur Lawson Grieve, Ernest Bruce Hadley, John Merrick Hathaway, Edward Howland Hicks, Charles Benjamin Hillman, Jr., Frederick Woodman Jennings, William Jacob Knox, John Albert Lee, Jr., John Locke Martin, George Frederick Maxfield, Frederick Winthrop Morrison, Norman Beverly Nesbett, Ernest Cushman Read, Percy Lawrence Reed, Clarence Spaulding Russell, Walter Kirk Smith, James Alexander Stetson, Walter Stanley Tripp.

Gertrude Burgess Allen, Eugenia May Beetle, Carrie Wellwood Bliss, Carrie Gibbs Bly, Ethel Hatfield Booth, Jessie Nelson Braley,

Alice Maria Brightman, Estella Maud Butts, Lizzie Almy Church, Grace Emerson Covill, Lurana Dennis Crapo, Florence Ladd Davis, Grace Winifred Dillingham, Anna Luella Field, Ethel Scars Gibbs. Susan Macomber Gifford, Bertha Chase Hathaway, Bertha Frances Hicks, Alice Maria Hillman, Julia Cushing Holmes, Mabel Kempton Howland, Annie Elizabeth Kasmire, Eva Jenks Lawton. Alice Macy, Edith May Packwood, Sylvia Wood Paulding, Sarah Helen Phillips, Laura Marie Richardson, Lulu Florence Rider, Helen Robertson, Ethel Hathaway Rust, Nellie Mary Shirley, Jane Witter Stetson, Helen Louise Swift, Ida Seabury Tripp, Eunice Carver Upham, Mary Eleanor Wood.

RECIPIENTS OF CERTIFICATES.

Alice May Allen, Florence Morgan Anthony, Josephine Hamilton Cobb, Sylvia Margretta Hillman, Florence Anna Kelleher, Lucy Athearn Lewis, Gertrude Bosworth Sayer, Carrie Frances Wheeler,

Henry Dean Waldron.

NEW BEDFORD PUBLIC SCHOOLS. RATES OF TUITION FOR NON-RESIDENT PUPILS, 1895.

•	First Term.	Second Term.	Third Term.	For the Year.
High school,	\$16.86	\$ 16.86	\$22.49	856.21
Grammar schools,	7.88	7.88	10.50	26.26
Primary schools,	6.28	6.28	8.37	20.93
Ungraded schools,	10.40	10.40	13.87	34.66
Evening Drawing school,		1		9.44

RULES GOVERNING TEACHERS' SALARIES.

	Maximum.	Minimum.
Principal of High school,	\$2,750	
Sub-master of "	1,600	
Teacher of science of "	1,600	
Lady assistants of "	900	\$650
Military instructor of "	300	
Principals of grammar schools,	1,900	
Assistants of grammar schools,	600	425
Principals of primary schools,	600 to 800	
Assistants of primary schools,	550	375
Principal of Training school,	1,500	
Assistant principal of Training school	l, 1 ,00 0	
Seniors in Training school,	4 per w	eek.
Juniors in Training school,	3 "	
Ungraded schools,	525 to 700	
Principals of evening schools,	3 per n	ight.
Assistants of evening schools,	1.50 "	
Supervisor of drawing in grammar and	primary	
schools,	1,200	·
Teacher of drawing in High school an	d assist-	
ant,	800	
Supervisor of music.	1,500 for 4	days per wk.
Teacher of sewing,	600	•
Assistants at the rate of	525	
Cooking teacher,	600	
Manual training teacher,	1,200	

The salary of a primary school principal of a four-room building is \$600 per year, which is increased at the rate of \$25 for each additional room.

The salaries of assistant teachers in the High school are increased at the rate of \$50 per year until the maximum is reached.

The minimum yearly salary of a grammar school assistant is fixed at \$425, and the yearly advance is \$25 per year until a yearly salary of \$500 is reached; the annual increase is then \$50 per annum until the maximum (\$600) is reached.

The minimum yearly salary of a primary school assist-

ant is fixed at \$375, and the yearly advance is \$25 per year until a yearly salary of \$450 is reached; the annual increase is then \$50 per annum until the maximum (\$55) is reached.

DEPARTMENT OF PUBLIC SCHOOLS.

BRIEF DESCRIPTION OF THE SCHOOLHOUSES, WIT THEIR ACCOMMODATIONS AND CONDITIONS.

SCHOOLS.	Named for.	Material.	Number of Stories.	No. of School Rooms.	No. of Recitation Rooms.	No. of Assembly Halls.	No. of Seats.	CONDITION.
1 Acushnet. 2 Acushnet. 3 I. W. Benjamin. 4 Cedar. 5 Cedar Grove. 6 Cannonville. 7 Clark's Point. 8 Dartmouth. 9 Fifth. 10 Thomas A. Greene. 11 High. 12 Harrington Memorial. 13 Sylvia Ann Howland. 14 Linden. 15 Middle. 16 Merrimac. 17 Max field. 18 North. 19 Parker. 20 Plainville. 21 Rockdale. 22 Thompson.	(Avenue). (Location). Isaac W. Benjamin. (Street). (Street). (Location). 'Location). 'Street). 'Thomas A. Greene. (Grades). Henry F. Harrington. Sylvia Ann Howland. (Street). (Street). (Street). (Street). (Street). (Location). (Street).	Brick. Wood. Brick. Wood. Brick. Wood. Brick. Wood. Wood. Brick. Wood. Brick. Wood. Brick. Brick. Wood. Brick.	2 3 2 2 2 3 3 3 3 3 3 3 2 2 2 1 3 1 1 1 1	15 2 1 8 10 8 10 8 6 4 9 6 4 2 12 1	4	1 1 1 1 1 1	114 536 287 673 83 352 490 889 385 372 204 241 429 184 211 71 577 28	Good. Good. Good. Good. Good. Fair. Fair. Good.

CALENDAR, 1895.

Winter term begins January 7, 1895; ends March 29, 1895. Summer term begins April 8, 1895; ends June 28, 1895. Fall term begins September 3, 1895; ends December 20, 1895.

VACATIONS.

March 30, 1895, to April 8, 1895. June 29, 1895, to September 3, 1895. December 21, 1895, to January 6, 1896.

HOLIDAYS.

Every Saturday; Washington's Birthday; Patriot's Day; Memorial y; from Wednesday noon before Thanksgiving the remainder of week.

SCHOOL SESSIONS.

I'he grammar, Manual Training and Mill schools — From March 1, November 1, 9 o'clock A. M. to 11.45 o'clock A. M.; 1.45 o'clock P. to 4 o'clock P. M. From November 1 to March 1, 9 o'clock A. M. to 11.45 o'clock A. M.; 1.30 o'clock P. M. to 3.45 o'clock P. M.

The Primary schools — From March 1 to November 1, 9 o'clock A. to 12 o'clock M.; 2 o'clock P. M. to 4 o'clock P. M. From Novem: 1 to March 1, 9 o'clock A. M. to 12 o'clock M.; 1.30 o'clock P. M. to 0 o'clock P. M.

High school -8.30 o'clock A. M. to 1.30 o'clock P. M. during the sole year.

The country school sessions shall be prescribed for each school by committee on Ungraded Schools.

The signal for no-session is two strokes of the fire alarm once peated (2-2).

When given at 8.15 A. M. the morning session shall be omitted.

When given at 12.45 P. M. the afternoon session shall be omitted.

This regulation does not apply to the High school, or to the unaded schools unless designated by the Board.

The no-session signal on stormy days shall not apply to the sessions the manual training or the cooking schools; and pupils attending ose schools shall not be excused from non-attendance upon them account of the no-session signal.

DEPARTMENT OF PUBLIC SCHOOLS.

REPORT FOR YEAR BEGINNING JANUARY 8, 1894, AND ENDING DECEMBER 21, 1894.

NAME OF SCHOOL.		High.	Fifth Street Grammar. Middle Street Grammar. Agaker Street Grammar. Chompson Street Grammar. Pelar Grove Street Grammar.		Chompson Street Primary.	edar Grove Street Primary.	Benja	hr.Street Primary.	mouth Street Primary.
Total enrollmen for year	Boys	175	251 251 251 251 251 251 251 251 251 251	898	153	357	878	146	197
Total proliment for year	Girls	192	288 289 131 288 488 488 488	1086	4.51	414	377	156	333
pejonkruk .yke nam-	Aver	356.4	411 366 458.5 199 78.8 70.5	1588.8	125	8.109	200	920.6	339
age dally endance	197 A 118	841.2	385 330 123 123 123 125 125 125 125 125 125 125 125 125 125	1467.7	116	448.7	685	226.4	
ent. of at- ndance		95.7	882828	97.6	16	88	16	06	888
psence	nto'T	3,166	10,679 10,090 10,765 6,067 2,096	42,484	3,526	20,682	19,255	9,698	10,738
ber cases ardiness	nio wn _N	1005	1176 1176 1836 1836 1435 1435	4832	186	1617	875	490	680
insalmail		723	1676 1099 531 178 178	4933	389	8624	11,560	186	742
	10		24250	69	- 9	90	15	6 6	· 83 °
ensions cases cor- cases cor-	.ov	100	4-01-0	12 20		-	-		20
days t'ch- days t'ch- as absent	Half er w	10	2000 EE EE	900	61 9	306	.,		84 180
s teacher	emiT BW	35	20240	99	90				-
Visits by rintend'nt	.oV Supe	17	882350	201	14	45	181	87	900
visits by mbers of multtee		38	2823um	197	20	800	151	80	00 0
visits by fents and sters			2571 278 179 811	1395	389	200	133	99	159

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		2212	2507	3469.4	3165.7	91.2	116,297	9133	25,741	151	100	282	800	99	360	174	1342
North Mill. South Mill. Acushnet. Clark's Point.		8333	3848	1588	38.6	8 2 2 8	9,006 9,569 9,586 077	2822	209 121 121	200	-	1388	20.03	C1 - C1	201-2	122°-	2222
North. Plainville. Rock dale.		222	222	35.8 37.8	17.88	87.5		82.5	288	00			91 E E	-	C1 00 41	01-	+-
		810	214	331.6	292.3	68	14,561	956	553	18	1=	103	1 6	8	38	47	173
CBAND MORATE	1894	7,426	3771	5751.2	5269.8	8.16	176,508		15,888 31,950	245	- 82	906	1305	157	516	451	4410
GRAND TOTARS.	1898	8409	3475	5543.1	4985.7	89.9	217,257	15,949	25,645	918	= =	986 13	1322	134	199	18	2064
		1.5	545	I. 208.1	1284.1	I. 1.9	D 40,749 I.	1. 54	1 5405	1.27	1 D	80 D.	17.	133	I. 65	D. 30	1.2346
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1240 718 1182-5 912-1 80-5 6,711 826 5 1188-8 943-3 79 12,456 881 20 D. 442 D. 232 D 66-3 D 31-2 I. 1-5 D 5745 D .556 D .15

1894

138

22

122

1894

Evening Drawing.

1. 6 111.4 1 13.2 1. 6.7 71,

201-

DEPARTMENT OF PUBLIC SCHOOLS.

EVENING SCHOOLS. REPORT FOR YEAR BEGINNING JANUARY 8, ENDING DECEMBER 18, 1894.

NAME OF		Cedar Grove Street P	Parker Street Evening	Merrimac Street Eve Thompson Street Eve	
P SCHOOL.		Svening.	ng.	ning.	
T enrol for	Boys	288	187	25.6	-
otal Iment year	Giris	308	8 12	101	1
rage num- pelonging	Ave	347	108.4	230.8	
tengance ,Ke njaprjy	T'VA TR	182	80.6		-
cent. of at-	rer Per	88		78.6	-
al nights	Tot	2009	805	1695	1
ber cases tardiness	10 un _N	128	12	30	1
ther cases dismissal	jo un _N		10		
truancy	io io				-
cases cor- ral punish- nt	od				-
te teach- vere absent	Nigi ers v	101	0 01	-	1
es teachers ere tardy	Lim	1:	=-		-
visits by erintend'nt	ons	1-1	-00	1	-
visits by embers of multice	No. m	34	==	Ø 00	

AVERAGE AGE OF PUPILS IN VARIOUS GRADES.

HIGH SCHOOL.

Senior	Sub-Senior	Junior	Sub-Junior	Average age
Yrs. Mos.	Yrs. Mos.	Yrs. Mos.	Yrs. Mos.	Yrs Mos.
18 2	17 1	16 5	15 5	16 9 <u>1</u>

GRAMMAR DEPARTMENT.

SCHOOL.		ifth ear		xth ear		enth ear		ghth ear		nth e a r		rage ge
	Yrs	. Mos.	Yrs	. Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos
fth Street. iddle Street. irker Street. iompson Street. idar Grove Street. arrington Memorial.	11 11 11 11 10	5 6 7 4 7 8	11 12 12 12 12 12	1 5	13 13 13 12 12	2 3 10	18 14 13	11 10	14 14 14	5 2 3	12 13 18 12 12 12	11 2 2 3 1
	11	3	12	3	13	3	13	11	14	3	12	7

AVERAGE AGE OF PUPILS IN VARIOUS GRADES.

PRIMARY DEPARTMENT.

SCHOOL.		First Year		Second Year		Third Year		Fourth Year		Average age	
	7	rs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	M Or
Acushnet Avenue.		7	9	9	4	9	10	10	9	9	5
I. W. Benjamin.		6	11	8	8	10	8	11	4	9	5
Cedar Grove Street.	- 1	7	4	10	5	11	5	12		10	3
Cedar Street.	ŀ	7	1	8	5	9.	3	10	8	8	10
Cannonville.		6	10	1 7	11	9.	1	10	3	8	6
Dartmouth Street.	1	7	1	8	7	9	5	10	6	8	11
Fourth Street.	- 1	7	1	8	2	10	1	11		9	1
S. A. Howland.	- 1	6	6	8		9	1	11	2	8	8
Harrington Memorial.	- 1	6	2	7	11	8		10	6	8	3
Linden Street.	1	6	8	7	9	9	6	10	4	8	7
Merrimac Street.	- 1	6	7	7	5	9 9	5	10	2	8	5
Maxfield Street.	- 1	7	Š	7	9	وَا	3	9	10	8	Ĝ
Thompson Street.		Ġ	7	8	-	-	•	-		7	3
		6	11	8	4	9	7	10	9	8	11

UNGRADED SCHOOLS.

		nmar tment		nary rtment	Avera	ge age
	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.
Acushnet School. Clark's Point School. Plainville School. Rockdale School. North School. North Mill School. South Mill School.	12 12 12 12 13 13	7 3 6 1	8 7 8 7 8	1 3 1 6	10 9 10 10 10 13	4 0 3 3 6 9
	12	8	7	9	11	3

PAROCHIAL AND PRIVATE SCHOOLS.

IREPORT FOR YEAR BEGINNING JANUARY 8, 1894, ENDING DECEMBER 21, 1894.

PAROCHIAL SCHOOLS.	Total enrollment for year		age num-	verage dally attendance	r cent of at-	er 5 years	er 6 years	ween 6 and years	veen 14 and years	veen 15 and years	16 years
	Boys	Girls	Avera ber b	Aver	Per	Und	Under	Betw 14	Betw 15	Betw 16	Over
St. Joseph's. St. Mary's. Sacred Heart. St. Hyacinth.	410 243 417 195	412 250 450 185	731 486 740 280	686 381 725 266	94 79 98 95	8	70 43 229 65	498 425 627 304	75 8 12 2	58 10 1	30
	1265	1307	2237	2058	92	8	407	1853	97	69	30
PRIVATE SCHOOLS.	138	143	235	214	91	16	40	93	12	24	33

TEXT-BOOKS USED IN THE HIGH SCHOOL.

SCIENCE.

Appleton's Young Chemist.
Remsen's Chemistry.
Allen's Laboratory Manual.
Dana's Geological Story Briefly Told.
Packard's Zoology.
Youman's Botany.
Apgar's Plant Analysis.
Avery's Natural Philosophy.
Gillet and Rolfe's Astronomy.

GEOGRAPHY.

Guyot's Physical Geography.

PHYSIOLOGY AND HYGIENE.

Dalton's Physiology and Hygiene. Hutchison's Physiology and Hygiene.

MATHEMATICS.

Robinson's Arithmetic, Part II.
Well's Academic Arithmetic.
Wentworth's School Algebra.
Wentworth's New Plane Geometry.
Wentworth's Plane and Solid Geometry.
Wentworth's Trigonometry.
Meservey's Bookkeeping.
Meservey's Bookkeeping Blanks.

HISTORY.

Barnes's History of Ancient Peoples. Swinton's Outlines World's History. Lancaster's History of England. Fiske's History of the United States. Martin's Civil Government.

ENGLISH.

D. J. Hill's Rhetoric and Composition. Whitney-Lockwood English Grammar. Lockwood's Lessons in English. Underwood's American Authors. Inderwood's British Authors. rook's English Literature. lowden's Shakespeare. Ionroe's Sixth Reader. rving's Sketch Book. ongfellow's Evangeline. cott's Lady of the Lake. 'ranklin's Autobiography. Irvant's Poems. Iolmes's The Chambered Nautilus. owell's My Garden Acquaintance, The Vision of Sir Launfal. lacaulay's Lays of Ancient Rome. hakespeare's Merchant of Venice, Midsummer Night's Dream. iddison's The Sir Roger de Coverley Papers. 'ennyson's The Coming of Arthur, Elaine, Guinevere, The Passing of Arthur. Iilton's Paradise Lost, Book I. hakespeare's As You Like It and Julius Cæsar. 'haucer's Prologue to the Canterbury Tales. penser's Faerie Queen, First Canto. hakespeare's Hamlet. Vebster's First Bunker Hill Oration. Burke's On American Taxation. Burke's On Conciliation with America.

GERMAN.

Venckebach's Deutsche Grammatik. Iarris's German Lessons. leness's Der Neue Leitfaden. Frimm's Haus Märchen. loethe's Hermann and Dorothea. hn Henn's German Rudiments.)tto's German Grammar. lichendorf. Aus dem Leben Eines Taugenichts. tiehl. Der Fluch der Schönheit. hamisso. Peter Schlemil. 'reytag. Aus dem Staat Friedrich's des Grossen. Ieine. Die Harzreise. Joethe. Dichtung und Wahrheit, Hermann und Dorothea. æssing. Minna von Barnhelm. schiller. Wilhelm Tell, Das Glied von der Glocke. Wenckebach. Lyrics and Ballads, Die Schönsten deutschen Lieder.

GREEK.

White's First Lessons in Greek.

Goodwin's Greek Grammar.
Jones's Greek Prose Composition.
Goodwin's Xenophon and Herodotus.
Boise's Homer's Iliad.
Autenrieth's Homeric Lexicon.
Crosby's Greek Lexicon.
Manatt's Xenophon Hellenica, Books I-IV.
Woodruff's Greek Prose Composition.
Perrin's Homer's Odyssey (for "Homer at Sight").
Harper's Xenophon's Anabasis (for "Xenophon at Sight").

LATIN.

Collar & Daniell's First Latin Book.
Jones's First Lessons in Latin.
Harkness's Latin Grammar.
Allen & Greenough's Cæsar.
Greenough's Virgil.
Harkness's Cicero.
Jones's Latin Prose Composition.
Lindsay's Nepos.
Kelsey's Selections from Ovid.
Harper's Virgil (for "Virgil at Sight").

FRENCH.

Van Daell's French Grammar. Keetel's French Reader. Roulier's First Book in French Composition. Chardenal's French Course. Hennequin's Idiomatic French. Sauveur's Causeries avec mes Elèves. Spiers & Surenne's French Dictionary. Gréville. Dosia. Bedollière. La Mère Michel. Halèvy. Un Mariage d'Amour. About. La Mère de la Marquise. Labiche. Le Voyage de M. Perrichon. Sand. La Mare au Diable. Erckmann-Chatrian. Le Conscrit de 1813. Daudet. Le Siège de Berlin, La Dernière Classe. Mêrimée. Colomba. De Vigny. Cinq Mars. De Lamartine. Graziella. Dumas. La Tulipe Noire. Sandeau. Mademoiselle de la Seiglière. Scribe et Legouve. Bataille de Dames.

amartine. Jeanne d'Arc. a Fontaine. Fables, Books I and II. olière. L' Avare, Le Bourgeois Gentilhomme. ornèille. Le Cid, Horace. acine. Andromaque, Iphigénie.

UPPLEMENTARY BOOKS USED IN THE HIGH SCHOOL.

'ella's University Algebra. nauvenet's Geometry. alpole's Virgil, Book 1. orague's Masterpieces in English Literature. ott's Poems. rague's Paradise Lost, Books 1 and 2. udson's Shakespeare, Vols. 1 and 2. olfe's Childe Harold. ollier's History of English Literature. ay of the Last Minstrel. icar of Wakefield. nakespeare, by R. Grant White. artin's English Language. rang's Exercises in English. Modern Classics: Goldsmith, Cowper and Hemans. Fouque and St. Pierre. Byron and Hood. Burns and Scott. Fields and Hawthorne. Holmes and Brown. Howells. Campbell and Rogers. Carlyle, Lamb and Southey. Wordsworth and Coleridge. Dickens and Fields. Whittier. Hawthorne and Carlyle. hackeray's Essays on Swift, Congreve, and Steele. acaulay's Life and Writings of Addison. ne Four Georges, Thackeray. lackeray's Essays on Prior, Gay, Pope, Hogarth, Smollett, Fielding, Sterne and Goldsmith. ilton and Byron, Macaulay. r Roger de Coverly, from Spectator. acaulay's Essay on Johnson.

Macaulay's Essays on Goldsmith, Bunyan and Madame D'Arblay.

Goldsmith's Plays.

Goldsmith's Poems.

Heath's German Dictionary.

Boisen's German Prose.

Wenckebach's Anschauung's Unterricht.

Johnson's Schiller's Ballads.

Sauveur's Contes Merveilleux.

Le Roi des Montagnes, About.

La Littérature Française Contemporaine, by Pylodet.

La Littérature Française Classique, Mennechet.

Emerson's Essays.

Swinton's Word Analysis.

Swinton's School Composition.

American Poems.

About Old Story Tellers.

Anderson's Historical Readers.

La Tour de la France.

Perry's Bible Manual.

Seaver & Walton's Metric System.

Sawyer's Metric System.

Model Etymology, Webb.

Stein's German Exercises.

Kellogg's Rhetoric.

Smith's Principia Latina.

Craik's English of Shakespeare, Julius Cæsar.

Jackson's Mathematical Geography.

Shaler's First Book in Geology.

Collar's Practical Latin Composition.

Gray's Lessons in Botany.

Earl of Chatham, Macaulay.

Courtship of Miles Standish.

Emerson's American Scholar.

Comus.

Lodge's Mechanics.

Hall & Bergen's Physics.

The House of the Seven Gables.

Fisk's Civil Government.

Luquien's French Prose.

The Abbott, by Scott.

Whitney's The Essentials of English.

Carhart & Chute's Physics.

Appleton's School Physics.

Macaulay's Essays-Milton and Addison.

The Foundations of Rhetoric, by A. S. Hill.

Irving's Tales of a Traveller.
The Plague Year, by DeFoe.
Arnold's Sohrab & Rustum.
Scott's Woodstock.
Silas Marner, George Eliot.
Montgomery's Leading Facts of English History.
Smith's Smaller History of Greece.
Gray's Botany.
Wells' Geometry.
Berlitz Methode für den deutschen Unterricht, Zweiter Theil.

FEXT-BOOKS USED IN THE GRAMMAR SCHOOLS.

Franklin New Third Reader. Franklin New Fourth Reader. Franklin New Fifth Reader. Franklin Sixth Reader. 3radbury's Eaton's Elementary Arithmetic. 3radbury's Eaton's Practical Arithmetic. eaver & Walton's Mental Arithmetic. Varren's Common School Geography. larper's Introductory Geography. Vorcester's School Dictionary. Barnes's History of the United States. Lyde's Language Lessons, Part I. Lyde's Language Lessons, Part II. Lyde's Language Lessons, Advanced. Larrington's Speller, Parts I and II. hild's Health Primer. rang's Drawing Books. Harper's Writing Books.

SUPPLEMENTARY BOOKS FOR READING AND STUDY USED IN THE GRAMMAR SCHOOLS.

Eggleston's First Book in American History.
Higginson's History of the United States.
Goodrich's Child's History of the United States.
Dickens' Child's History of England.
Andersen's Historical Reader.
Collier's British History.
McKenzie's America.
Ballou's Footprints of Travel.
Sea Side and Way Side, Part II.
Sea Side and Way Side, Part III.
Child's Book of Nature, Parts I, II, III, IV.

Choice Readings in Nature's Book. Johonnot's Geographical Reader. Scribner's Geographical Reader. Our World, Part I. Our World, Part II. Fables and Folk Stories. Kingsley's Water Babies. Longfellow Leaflets. Tanglewood Tales. Grandfather's Chair. True Stories. Robinson Crusoe. Golden Book of Choice Readings. American Authors. Swinton's Book of Tales. Swinton's Supplementary Reader. Swinton's American Classics. Swinton's English Classics. Swiss Family Robinson. McGuffey's Fourth Reader. McGuffey's Fifth Reader. McGuffey's Sixth Reader. Harvey's Fourth Reader. Sheldon's Fourth Reader. Sheldon's Fifth Reader. Royal Fourth Reader. Washington Irving's Sketch Book. Lincoln's Gettysburg. Arabian Nights. Vicar of Wakefield. King of the Golden River. Church's Old World Stories. Hans Brinker. Black Beauty. Little Men. Little Flower People. Little Lord Fauntleroy. Heroic Ballads. At the Back of the North Wind. Stories of Industry. Blue Jackets of 1776. Blue Jackets of 1812. Blue Jackets of 1861. World at Home, Europe. World at Home, The World. Peasant and Prince Prince and Pauper.

TEXT-BOOKS USED IN THE PRIMARY SCHOOLS.

Franklin New First Reader. Franklin New Second Reader. Franklin New Third Reader. Harrington's Speller, Part I. Prince's Arithmetic, Part II. Prang's Drawing Books. Harper's Writing Books.

SUPPLEMENTARY READING BOOKS USED IN THE PRIMARY SCHOOLS.

Monroe's Primer. Monroe's First Reader. Monroe's Second Reader. Monroe's Third Reader. Parker & Marvel's First Book. Parker & Marvel's Second Book. Sheldon's Second Reader. Sheldon's Third Reader. Appleton's First Reader. Appleton's Second Reader. Appleton's Third Reader. Swinton's Second Reader. Swinton's Third Reader. Willson's First Reader. Willson's Second Reader. Willson's Third Reader. Butler's First Reader. Butler's Second Reader. Stickney's First Reader. Stickney's Second Reader. Holmes's First Reader. Holmes's Second Reader. Harper's First Reader. Harper's Second Reader. Normal Primer. Normal First Reader. Barnes's First Reader.

Barnes's Second Reader. Barnes's Third Reader. Modern Second Reader. First Term's Work in Reading. Easy Steps for Little Feet. Seven Little Sisters. Each and All. Andersen's Fairy Tales. Robinson Crusoe (in one syllable). King's Picturesque Geography. Seaside and Wayside, Part I. Baker's Young Folks' Geography. Fables and Folk Stories. Wood's Natural History First Reader. Wood's Natural History Second Reader. Heart of Oak Series, No. I. Heart of Oak Series, No. 2. Verse and Prose for Beginners. ∠Esop's Fables, Vols. I. and II. Grimm's Fairy Tales. Legends of Norseland.

PEDAGOGICAL LIBRARY.

Books added during the year are as follows: -

224	Trees of North Eastern America.	Charles	S. Newhall.
225	Shrubs of North Eastern America.	Charles	S. Newhall.
226	Human Body.		Martin.
227	Commissioners' Report on Manual Training.		•
228	Report of the Committee of Ten.		
229	Talks on Pedagogics.	(Col. Parker.
230	Talks on Pedagogics.	. (Col. Parker.
231	Talks on Pedagogics.	(Col. Parker.

SCHOOL BOARD, 1894.

STEPHEN A. BROWNELL, Mayor, Chairman, ex officio.

ROBERT W. TABER, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.

JOHN H. BARROWS, President of Common Council, ex officio.

- Ward 1 Louis Z. Normandin, Anna R. Borden, John H. Lowe.
- Ward 2 Frank A. Milliken, Edward T. Tucker, Isaac B. Tompkins, Jr.
- Ward 3 William H. Pitman, Stephen H. Shepherd, William R. Channing.
- Ward 4 Seth W. Godfrey, George H. Dunbar (deceased), George H. Batchelor, William E. Brownell.
- Ward 5 William L. Sayer (resigned), Sylvia B. Knowlton, Robert W. Taber, Jonathan Howland, Jr.
- Ward 6 -- Francis M. Kennedy, Joseph C. Pothier, Betsey B. Winslow

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

The first named on each standing committee is Chairman of the same.

- On High School Pitman, Dunbar, Miss Winslow, Mrs. Borden, Tompkins, Shepherd, Sayer, Howland.
- On Grammar Schools—Tompkins, Pitman, Howland, Dunbar, Lowe, Mrs. Borden, Sayer. Milliken, Channing.
- On Primary Schools Shepherd, Tompkins, Miss Winslow, Mrs. Borden, Kennedy, Godfrey, Channing, Tucker, Taber.
- On Ungraded Schools Lowe, Mrs. Borden, Howland, Brownell, Taber, Pothier, Godfrey, Tucker, Normandin.
- On Training School Milliken, Kennedy, Pitman, Sayer, Channing, Brownell, Miss Winslow, Pothier.
 - On Truants Godfrey, Channing, Tucker, Pothier, Normandin.
- On Evening Schools—Kennedy, Lowe, Godfrey, Channing, Tucker, Pothier, Normandin.
- On Music Mrs. Borden, Godfrey, Shepherd, Brownell, Taber, Pothier, Normandin.

On Manual Training—Sayer, Miss Winslow, Dunbar, Godfrey, Mrs. Borden, Tucker, Normandin, Kennedy.

On Examination of Teachers— Dunbar, Miss Winslow, Mrs. Borden, Tucker, Brownell, Milliken.

On Text-Books — Pitman, Kennedy, Milliken, Lowe, Sayer, Brownell, Pothier, Tucker.

On Expenditures — Howland, Tompkins, Pitman, Lowe, Shepherd, Kennedy, Milliken, Taber, Barrows.

On Howland Fund — Tompkins, Pitman, Dunbar, Shepherd, Kennedy, Taber, Howland, Barrows, Milliken.

On Rules - Taber, Dunbar, Milliken.

On Pay-Rolls - Tompkins, Howland, Taber.

SCHOOL BOARD, 1895.

DAVID L. PARKER, Mayor, Chairman ex officio.

FRANK A. MILLIKEN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.
Office 133 William street.

Office Hours, 8.30 to 9 A. M., 12.30 to 1 P. M, Saturdays, 9 to 9.30 A. M.

OLIVER PRESCOTT, Jr., President of the Common Council ex officio.

Regular meetings of the Board, first Monday of each month at 7.30 P.M., except in months of January and August,

WARD ONE

	WARD ONE.	
Name.	Place of business.	Residence.
George W. Hillman,		1036 Acushnet avenue.
Louis Z. Normandin,	584 Purchase street,	586 Purchase street.
Anna R. Borden,		Ashland and Austin sts.
	WARD TWO.	
Isaac B. Tompkins, Jr.,	78 Union street.	691 County street.
Frank A. Milliken,	43 William street,	290 Pleasant street.
Edward T. Tucker,	258 Pleasant street,	258 Pleasant street.
	WARD THREE.	
William R. Channing,	192 Union street,	91 Mill street.
William H. Pitman,	Five Cents Sav'gs Bank,	60 Chestnut street.
Stephen H. Shepherd,	Standard office,	154 Maxfield street.
	WARD FOUR.	
Ada W. Tillinghast,		37 Eighth street.
Seth W. Godfrey,		429 Union street.
George H. Batchelor,	Institution for Savings,	187 Cottage street.
	WARD FIVE.	
Jonathan Howland, Jr	r. ,	54 Russell street.
Sylvia B. Knowlton,		348 Union street.
Robert W. Taber,	28 Pleasant street,	48 Fifth street.
	WARD SIX.	
Betsey B. Winslow,		315 County street.
Francis M. Kennedy,	Eddy Building,	93 Washington street.
Joseph C. Pothier,	247 Fourth street,	247 Fourth street.

EMMA M. ALMY, Superintendent's Clerk.

HENRY SMITH, Truant Officer, 372 Cottage street.
Office Hours, 12.30 to 1 p. m.; Saturdays, 9 to 9.30 A. m.

GEORGE K. DAMMON, Messenger and Truant Officer, 137 Smith st.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

The first named on each Standing Committee is Chairman of the same.

On High School - Pitman, Howland, Miss Winslow, Mrs. Borden. Tompkins. Shepherd, Batchelor, Channing, Milliken.

On Grammar Schools - Tompkins, Pitman, Howland, Mrs. Borden, Milliken, Taber, Channing, Mrs. Knowlton, Shepherd.

On Primary Schools—Shepherd, Tompkins, Miss Winslow, Mrs. Borden, Kennedy, Godfrey, Channing, Tucker, Taber.

On Ungraded Schools—Mrs. Borden, Howland, Godfrey, Pothier, Taber, Tucker, Normandin, Mrs. Tillinghast.

On Training School - Milliken, Pitman, Kennedy, Miss Winslow, Channing, Pothier, Mrs. Knowlton, Hillman

On Truants - Godfrey, Pothier, Normandin, Mrs. Tillinghast.

On Evening Schools — Kennedy, Hillman, Godfrey, Tucker, Pothi € 7. Normandin, Mrs. Knowlton, Mrs. Tillinghast.

On Music — Batchelor, Mrs. Borden, Godfrey, Shepherd. Tab——1. Pothier, Normandin, Mrs. Knowlton.

On Manual Training — Hillman, Miss Winslow, Batchelor, Kenedy, Godfrey, Tucker, Normandin, Mrs. Knowlton.

On Examination of Teachers—Miss Winslow, Mrs. Borden, Tuck—er. Batchelor, Mrs. Tillinghast.

On Text-Books — Pitman, Kenndy, Milliken, Pothier, Tucker, M-Knowlton, Mrs. Tillinghast, Hillman.

On Expenditures — Howland, Tompkins, Pitman, Shepherd, Kenedy, Milliken, Taber, Channing, Prescott.

On Howland Fund — Tompkins, Howland, Pitman, Shepherd, Kennedy, Milliken,, Channing, Hillman, Prescott.

On Rules - Taber, Tucker, Pothier, Batchelor, Hillman.

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DR. GEORGE H. DUNBAR.
DIED FEBRUARY 23, 1894.

IN MEMORIAM.

RESOLUTIONS

Passed by the School Board of the City of New Bedford, Feb. 23, 1894.

While the Board from time to time has been called upon by the common fate that pertains to humanity to mourn the loss of some honored member, in the death of our colleague, the Hon. GEORGE H. DUNBAR, there is unusual cause for sorrow.

Formal resolutions are inadequate to express the value of Dr. Dunbar's services to the public schools of New Bedford. For twenty-seven years a member of this Board, the last twenty-five of which were continuous, his time, his sound learning, his ripe experience, and his wisdom, were unselfishly devoted to the cause of popular education. In the performance of his duty he was equally fearless in attacking that which appeared to him to be wrong or defending that which he considered to be right. He did not wait before passing his disapproval or giving his sanction to know whether his acts would meet with popular approval or not. He moulded public opinion instead of being controlled by it. These qualities, too infrequent in public officials, made him an invaluable servant of the people.

But his services as a school official were not confined simply to legislation in the Committee rooms. With leisure at his command, and possessing an innate love for children, he was frequently to be found in the schoolroom. His experience and judgment made him a wise counselor for the teachers, and his evident interest in the welfare of the children made him a welcome visitor to them.

For years to come the public acts of our lamented colleague will be a source of inspiration to the members of this Board, and his private virtues a most delightful memory.

The heartfelt sympathy of this Board goes out to the relatives of our friend and brother. To them is the consolation that his years were replete with the faithful performance of both his private and public duties.



DR. GEORGE H. DUNBAR.
DIED FEBRUARY 23, 1894.

ANNUAL REPORT

OF THE

JPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1894.

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ANNUAL REPORT

OF THE

JPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1894.



Report of the Superintendent.

To the School Committee:

Ladies and Gentlemen, — My seventh annual Report is herewith submitted. It is the thirty-fourth of the series of annual reports of the Superintendent of Schools of the city.

It gives me pleasure to report that the schools are in excellent condition. The spirit that pervades both teachers and pupils is good. Discontent and murmuring on the part of either are the exception and not the rule, and the work during the past year has been productive of good results. This is a period of educational change, and certain new departures have been made during the year in the schools which are in line with the best educational thought of the day. Some of these changes have been under contemplation for some time. The most important are: (1) the adoption of a new course of study for the High school, which in its general plan follows the recommendations of the "Committee of Ten"; (2) the revision of the rules and regulations of the Board and the adoption of a provision by which the standard of admission to the teaching corps has been materially raised; (3) the opening of the Manual Training school for the boys of the three highest grammar grades; (4) the adoption of the departmental plan of instruction for the grammar schools.

While innovations in school work should not be entered upon without due consideration and for the sake of change simply, more than in any other great business corporation, there come times when failure on the part of those in control of the schools to read the signs of the times means educational loss to the pupils in one case, as it means financial loss to the stockholders in the other. It may seem to some as if within a few years there had been more radical changes in methods and lines of work in the schools of the city than were necessary. But we have really done but little pioneer work here during that time. The paths have been well cleared and defined by others before we have entered upon them. When music, drawing, and sewing were introduced into the schools, New Bedford became nearer being an educational pioneer than she has been since. And while I feel that our schools today are in the van of educational progress, a wise conservative spirit has governed all new departures, and no important educational movement adopted by your Board during recent years has as yet proved to be an unwise one.

ATTENDANCE OF PUPILS IN THE SCHOOLS OF THE CITY.

By the courtesy of those in charge of the private and parochial schools I am able to give the attendance of pupils in all the schools in the city. Undoubtedly some pupils are enrolled in both the public and in some of the other schools, making the figures under the head of enrollment somewhat larger than the actual number of different pupils in the city who attended school during the year. The other items, however, are without question substantially correct, and are substantiated by the reports of the census officers.

PUBLIC SCHOOLS.

	1894.	1893.	Gain.
Enrollment of pupils,	7,426	6,884	542
Average number belonging,	5,720	5,543	177
Average daily attendance,	5,251	4,985	266
Per cent. of attendance,	91.8	89.9	1.9
Number cases of tardiness,	15,893	15,249	544
Number cases dismissals,	31,950	26,545	5,405

PRIVATE AND PAROCHIAL SCHOOLS.

	1894.	1893.	
Enrollment of pupils,	2,852	2,922	70 Loss.
Average number belonging,	2,472	2,694	222 "
Average daily attendance,	2,272	2,281	9 "
Per cent. of daily attendance,	92	85	7 per cent. Gain.

PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS.

	1894.	1893.		
Enrollment of pupils,	10,278	9,806	472 (Jain.
Average number belonging,	8,167	8,237	70 1	L088.
Average daily attendance,	7,523	7,267	256 (Gain.
Per cent. of daily attendance,	92	88	4 per cent. (lain.

A more complete report of the attendance of pupils in the schools is given in the tables following the Secretary's report.

There is a constant increase in the attendance upon the public schools. During the last year the private and parochial schools show a small decrease, due probably to the business depression. The abnormal increase in the item of *enrollment* in the public schools is due unquestionably to two causes: first, a shifting of population caused by the temporary closing of the mills; second, by the temporary attendance of some pupils who afterwards returned to the parochial schools.

There is an improvement shown in the per cent. of attendance, but in two matters of equal importance there has been a continual increase in the wrong direction. I refer to the cases of tardiness and dismissal. There were

15,893 cases of the first, and 31,950 cases of the last,—an increase for the year of 544 cases of tardiness and 5,405 cases of dismissal.

I know that the teachers use all the means in their power to secure punctuality. They try persuasion, incentives and coercion, but without avail, as the returns show. I fear that very many parents do not realize the necessity of their earnest cooperation in this matter of tardiness—nor can I believe that even half the cases are those of necessity. Unless parents will recognize that the habit of punctuality is one that should be implanted in the children and will work with the teachers to secure it, the results will never be satisfactory.

The dismissals have increased until they have become o real detriment to the schools. In some of the schools of located in the mill districts whole rooms are almost est emptied of pupils fifteen minutes each day before the closing hour. This means a loss of two weeks actual school time in the year to those who are dismissed, to say nothing of the disturbance and loss by interruption to those who remain. These same children who are dismissed each day to carry dinners are often absent also and their continual loss of time has the effect of retarding the work of all those in the schools which they attend. The other regular dismissals are caused by the pupils carrying the daily papers and taking music and dancing lessons in school hours.

I realize that many of the cases of dismissal of pupils to carry dinners are necessary, and I see no way to remedy this evil except by a change in the hours for school sessions in some primary schools. Neither do I wish to condemn in general terms the action of parents who have their children dismissed for the other purposes which I have enumerated. But I do think that some pupils are dismissed to carry papers who are not in real need of the

pittance they earn in that way, and whose ultimate good lemands their constant attendance at school in school nours. I believe also that it would be possible for pupils to acquire the accomplishments of dancing and music outside of school hours if parents would only think so and lemand it. Upon them must rest the burden of reform in this matter of dismissals as well as in that of tardiness.

ACTS 1894, CHAPTER 498.

An Act Relative to the Attendance of Children in the Schools.

SECTION 1. Every person having under his control a child between the ages of eight and fourteen years, and in every city and town where opportunity is furnished, in connection with the regular work of the public school, for gratuitous instruction in the use of tools or n manual training, or for industrial education in any form, a child between the ages of eight and fifteen years, shall annually cause such child to attend some public day school in the city or town in which he resides, and such attendance shall continue for at least thirty weeks of the school year, if the schools are kept open for that ength of time, with an allowance of two weeks' time for absences 10t excused by the superintendent of schools or the school committee. such period of attendance shall begin within the first month of the fall term of school, and for each five days' absence of any such child thereafter, in excess of the above allowance, before the completion of the required annual attendance of thirty weeks, the person having such child under his control shall, upon the complaint of the school committee or any truant officer, forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if such child has attended for a like period of time a private day school approved by the school committee of such city or town, or if such child has been otherwise instructed for a like period of time in the pranches of learning required by law to be taught in the public schools, or has already acquired the branches of learning required by law to be taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracicable, such penalties shall not be incurred.

TRUANCY.

Notwithstanding the earnest efforts of the teachers and the vigilance of the truant officers truancy seems to increase. There were twenty-seven more cases reported by the teachers for this year than for the previous one, or 245 cases in all. The truant officer investigated 714 cases of absence reported by teachers, and found that 119 were truants. The difference in number between his report and that of the teachers represents those pupils who returned to school before they were investigated by him, and also the difference between the number of individuals who played truant and the number of actual cases of truancy, each half day of absence being considered a case of truancy.

I do not know what more can be done to make truancy less frequent. I find often upon investigation that the truants do not absent themselves from school because it is particularly disagreeable to them, but for other reasons. They remain out to earn a little money with which to go to the show, or to the circus, or to the ball game, or to the polo game, or because they have not the will power to resist the influence of some other truant or shiftless boy who has completed his school time and is making a pretence to work, but who idles most of his time. Cases arise from pure shiftlessness on the part of the parents, who in their ignorance or degradation seem to care little what becomes of their children. Occasionally I find a case where the child claims that he does not go to school because he does not like the teacher, or because the work is discouraging, but these cases are rare. The great majority of teachers do all within their power to make their schools attractive to the pupils, and the cause of truancy lies to a great degree without the school. main cause is to be found in the home. The children whose homes are those wherein temperance and happiness prevail are seldom if ever truants, but those who come from homes where intemperance, or discord, or shiftlessness, one or all prevail.

The officers have been faithful and zealous in the per-

formance of their duties. Their statistical reports are given below.

REPORT OF HENRY SMITH, TRUANT OFFICER.

Schools visited,	1,413
Absences reported by teachers,	714
Absences without permission of parents,	119
Second offences,	28
Third offences,	15
Parents notified,	739
Taken to school from street,	4
Arrests,	11
Prosecutions,	11
On probation,	1
Sentenced to Truant school,	10
Visits to mills,	28
Violations of labor law,	

REPORT OF GEORGE K. DAMMON, TRUANT OFFICER.

Cases of absences investigated from evening schools, 175
Visits to mills and mercantile establishments in relation to labor
law, 291

EMPLOYMENT CERTIFICATES.

Not so many certificates were issued as in 1893 by 96. This was undoubtedly due to the dull times and the closing of the mills. But still the number was large as shown below, and required much time to issue. No record is kept of those who are refused certificates, of whom there are many each year, every case of which requires more or less time in explanation.

I am satisfied that more or less deception is practiced in securing certificates, notwithstanding the strictness of the law in relation to affidavits regarding age. Although parents are required to make oath regarding the applicant's age, there is no question that some of them regard their necessities as an excuse for false swearing, or through dense ignorance know not what they are doing. Due

vigilance is used, and when there arises doubt about an applicant his birth certificate is required if it can be procured. But there are many cases where it is impossible to procure it, and I must be governed by my judgment alone.

A law was passed by the last Legislature (for full text of it see article on attendance), which raises the age at which a child may leave school to work in cities where there is manual training to 15 years of age, instead of 14 as at present. Another law was passed (for full text see article on manual training), which provides that after the first day of next September cities of twenty thousand or more inhabitants shall maintain a manual training department in connection with its High school.

I have continued so far to issue certificates to all children desiring them who produce a certificate that the have attended some proper school thirty weeks after the were thirteen, and I am inclined to think that I shall continue to do so, the law in regard to manual training not withstanding, for I know not how to interpret that law with justice.

Number of certificates issued.		51. = -
For the first time,	531	
Duplicate certificates,	17	54-
Birthplace of those to whom certificates were issued:		
United States,	231	
Canada,	121	
England.	67	
Western Islands,	58	
Russia.	12	
Ireland,	11	
Germany,	10	
Scotland,	4	
Portugal,	4	
Cape de Verd Islands,	3	
Prince Edward's Island,	3	
Austria,	2	
Sweden,	1	

rance,	1	
Vales,	1	
Brazil,	1	
Denmark,	1	531
lacation certificates issued during the summer vacation,		112

THE WORK IN THE ELEMENTARY SCHOOLS.

The work in these schools during the year has, as a whole, been characterized by an intelligent conception on he part of the teachers of the studies they have been alled upon to teach. There has been marked improvenent in this respect, especially in teaching what may be termed the special branches.

The methods of teaching have also improved much within a few years. Part of this improvement is due to the action of the Board some five years ago by which professional training has been since then required of those who desire an appointment to the teaching corps. Good nethods alone will not avail much. They must be skillfully used; and this knowledge must be acquired by special training and study. The unskilled artisan cannot lo good work with the best of tools; in fact, the finer the tool used the greater is the necessity for the skilled hand. The failure by some teachers to secure good results is due ofttimes to the want of skill in using a method of teaching rather than to any fault in the method itself.

In order to secure the best results in teaching the teacher nust come before his class each day with his lessons thoroughly prepared and with a definite conception of the object to be attained as well as how best to attain it. There must be present in him also that spirit that will arouse the interest of the pupils and hold their attention, or knowledge or method will avail little. And more than all, there must be a bond of sympathy and friendliness between the teacher and pupils which on the one hand will

cause him to exercise a proper forbearance in cases of failure and misconception on the part of the pupils, and will cause the pupils on the other hand to put forth their best efforts to learn, actuated not by fear of displeasure or punishment, but by that desire to please one whom they love and respect. This desire to please is not something that the teacher will be obliged to create, but simply to cultivate, for it is a part of the nature of every normal child.

As I have said before, in most of the schools proper preparation is made by the teachers; good methods prevail; and in many there is present the true teaching spirit. But in a system of schools every part is closely related to the whole. It resembles in a measure the human organism: a weakness in one part affects to a greater or less degree the whole body, and while in the majority of the schools the work is intelligent and accurate, and the trace teaching spirit prevails, there are still some of which these things can scarcely be said, and these schools terms and to weaken the whole system.

In the primary schools there have been no materization of changes during the year. Nature work, the study of which was begun systematically the preceding year, has been continued, and with a better comprehension of the the subject on the part of the teachers good progress has been made.

Hitherto no text-book in arithmetic has been used in these grades. In September Prince's arithmetics were introduced for use in the upper grades, and the teachers have been relieved thereby from much work in preparing examples, while at the same time the work has been n strengthened by the new trend given it.

In the grammar schools some marked changes have been introduced. Manual training has become a part of the curriculum now for all the grades in one form or

another. The girls now take sewing the first three years one hour a week as hitherto; they also take cooking a half day once in two weeks during the last two years; while the boys take the Sloyd system of manual training a half day every two weeks for the last three years of the course. It would be well if some arrangement could be nade by which the boys could take some form of manual raining during the first two years of the grammar course while the girls take sewing. Although this much time is levoted to manual training in some form, there has been no change in the amount of work required in the other studies, and there seems to be no more difficulty in accomplishing it than before.

Another radical change that has been made in the gramnar schools during the year is the one of experiment in he line of departmental instruction. Teachers in the grammar schools under the old plan were compelled to each the following subjects: arithmetic, United States hisory or geography, or both; language, including English grammar, reading, writing and spelling, drawing, music, physiology, nature work, and gymnastics; a formidable ist. It could hardly be expected that teachers, even hough well versed in all these subjects, could have the proper interest in teaching them all. They certainly deserve commendation for having done so well. To remedy this vil the departmental plan has been inaugurated by which hese various branches are divided among several teachers to teach. There are different ways of applying this plan. In some places one teacher takes all the reading in the building, another takes the geography, &c. But the one idopted in our schools is one by which a teacher is not required to teach out of her grade. Our grammar schools are particularly adapted to this form. They are concentrated in a few buildings, and, by our organization, each building contains but five grades. With but little exception there are at least two classes of the same grade in each building, and many of these of the same grade are in connecting rooms and the pupils can always be kept under the eye of some teacher when the teachers are changing from room to room.

In assigning the studies to the various teachers due consideration was given to the preferences of each, the success she had achieved in teaching a branch of study, and the amount of work each study would involve under the new arrangement.

The principal objections that have been raised to the departmental plan are these: first, that there will be more trouble with the discipline than under the old plan; second, that the teachers will not be able to know as well the nature and disposition of each pupil who comes under her instruction.

The second objection is an important one from a pedagogical standpoint; but in my opinion it does not outweigh the objections to the old plan, especially when a teacher is not required to teach in more than two or three rooms of the same grade. If the several teachers record the observations made by them upon the various pupils and will advise together as well as with the principal, I believe that the pupils will be better understood by them than under the old plan.

So far in the application of the new plan in our schools the question of discipline has presented no obstacle worthy of consideration. Some of the teachers are enthusiastic in the approbation of the new plan, others disapprove, and some are non-committal. This was to be expected. It is the case with almost any new departure. The world is made up of radicals and conservatives. It is well that such is the case. Whether the departmental plan of teaching shall become the fixed plan of instruction for grammar schools will depend, however, upon the

results as evidenced in the pupils after it has had an impartial and searching test, and not upon the favor or disfavor of individual teachers.

Another important departure has been begun in the grammar grades which I hope to see developed and systematized in the near future. It is the careful study in all grades of one or more masterpieces of English literature. In the schedule of studies as now arranged a certain amount of time is set apart each week for this purpose. During the past year I have listened to exercises in some of the lower grammar grades which have been a revelation to me of what is possible for the skilled and enthusiastic teacher to do in this line with young children. It has been the custom to leave most of this kind of work for the High school, and it has been a great mistake. Many of the children who need this kind of work most not only never enter the High school but get little beyond the lowest grammar grades. Who can say what the study of some beautiful poem may do towards awakening within such children the finer instincts of their natures, or what it may do towards developing within them a taste for those things which make life purer and nobler.

In the ungraded schools the work varies somewhat, since the organization and composition of those schools are quite different. The instruction is on the same general plan as that of the graded schools, and the teachers follow it as well as circumstances will permit. There are but three of the twelve schools of this class (and by schools I mean different rooms) that are strictly ungraded. These are the schools at Rockdale, Plainville, and Clark's Point. It would be far better for the children of these schools if they were conveyed each day to the graded schools of the city and the separate schools abolished. This is especially true of the Plainville and

Clark's Point schools, where the attendance is both small and very irregular. In all of the schools of this class the teachers have labored earnestly to secure good results, but in two of them, the Plainville and Clark's Point, the conditions have been very discouraging. At the Rockdale school, which has an attendance of from thirty to thirty-five pupils of all grades, the experiment has been tried, with the consent of the parents, of having the children of the lowest grades primary attend during the forenoons only. This has relieved the teacher somewhat, and has proved to be no loss to the children, as the teacher was unable when they did attend afternoons to find the time to devote any attention to them that amounted to anything, and their restlessness was a continual distraction to her while she was engaged in teaching the older pupils.

THE HIGH SCHOOL.

The attendance upon this school was not so large the past year as in 1893, and the fact forces itself upon our attention that the growth of this school in numbers is not commensurate with that of the lower schools. This is without doubt due in a measure to the fact that a large increase in attendance in the lower schools within the last decade has been in a class of pupils whose parents do not feel that they can afford to send their children to school long enough for them to finish even their grammar school course. High schools in general, situated in cities whose chief industry is textile manufactures, do not rank in point of numbers with those whose industries require a more intelligent and therefore better paid class of help.

But is there no other reason why this school is not larger? Is there not a feeling in this community as well as in others that the High schools are not offering an education which is sufficiently practical,—a feeling that the purely academical course which is still the one which is

emphasized in these schools is not the one which best prepares the average boy or girl to cope with the world when he or she goes out into it?

It may be hard for those of us who have been nurtured in the belief that one who possesses a fair academic education is well equipped for the affairs of life, to be compelled to recognize that there is a large and growing number of practical men and women in every community who differ with us. They are those who feel that the specialization of labor, the adoption of labor-saving machinery and devices in almost every kind of occupation, and the fierce competition that prevails in all the affairs of life demand that those who attend the higher schools shall have the opportunity given them to acquire a training of the hand as well as of the mind. Many go farther, and say that those occupations which are most closely allied to the material welfare of a community should be taught in these schools.

Because these things are so many pupils are withdrawn from the public schools to attend commercial schools, which offer them instruction in practical bookkeeping, stenography, typewriting, etc. Others are withdrawn and put to work where they receive little or no remuneration for some years because parents feel that if their children continue their course in school they will be no better fitted to earn an honest livelihood after finishing a course in the High school than before.

That the demand for what is considered to be a more practical education is very strong is shown by many of our large cities founding manual training High schools and carrying them on side by side with the academic High schools; by the Legislature enacting a statute requiring cities of the State to supply manual instruction in the High school; by the agitation for trades schools and the belief advanced that they should become a part of the

public school system. In many other ways indeed than those specified is this feeling manifested.

I began by referring to the fact that the High school was not growing in numbers, and have given what appears to me to be one of the chief causes. For I think that the advantages offered by our High school are equal to those offered by the best schools with similar courses of study. I believe that the teaching compares favorably with that of the best High schools. It has weaknesses that might well be remedied, but I doubt if there are many High schools whose weaknesses are less marked. Therefore the failure of more to avail themselves of the advantages of the school must be due to other causes than the administration of the present curriculum.

The new course of study which went into operation in September, and the outline of which is given in this connection, is a great improvement on the former one in providing a continuous course for the four years in modern languages, history and science as well as in English. The minor changes also will tend to strengthen the work; the weakness of the course, it seems to me, is the failure to provide in it any instruction in manual training in any form, or any physical training except the military drill. At present there is being waged a wordy controversy in several States on the question whether military drill should form a constituent part of a High school training. out entering into the controversy, I venture the opinion that if military drill is to be a part of our High school training arms should be provided for all the boys and drill in the manual required, and not relegated only to the volunteer company of cadets.

There has been improvement in some of the matters which called for criticism last year in the teaching. While there is an earnest spirit of work in the great majority of the pupils and a most pleasant relationship between them

nd the teachers, this is not true of a strong minority. There has indeed been an unusual amount of friction in he military drill, and present conditions in drill matters annot continue and the whole school not suffer.

I invite attention to the report of the Principal, Mr. sloore, which is appended.

ABSTRACT OF COURSE, WITH NUMBER OF RECITATIONS EACH WEEK IN EACH STUDY.

General Course. (Without Latin.)	General Course. (With Latin.)	College Prepara- tory Course. (Without Greek.)	tory Course.
	SUB-JU	NIORS.	
French 5 Algebra 4 Science 2	English 6 Latin 5 Algebra 4 History 2	English 4	English 4 Latin 5 Algebra 4 French 5 History 2
17	17	17	20
		10D3	
	JUNI	ORS.	
French 3 French 3 Science 2	English 4 Latin 5 Geometry 3 History 3 (Rome.) French or German 4	English 5 Geometry 5 Science 2 History 3 (Rome.) French or German 4	English 2 Latin 5 Geometry 3 History 3 (Rome.) French 3 Greek 5
	SI'D CU	VIODE	
French 3 r, German, with Juniors 4 Mathematics 3 Physics 4 History 2	English 2 Latin 4 French or German 4	English 2 Latin 4 French or German 4 Mathematics 3 Physics 4	English 2 Latin 4 French 3 Mathematics 3 Physics 4
18 or 19	19	19	20

ABSTRACT OF COURSE—Concluded.

General Course.	General Course.	College Prepara- Course.	College Prepara- tory Course.
(Without Latin.)	(With Latin.)	(Without Greek.)	(With Greek.)
	SEN	iors.	
Rec.	Rec.	Rec.	Rec.
English 4	English 2	English 2	English 2
French 3	Latin 4	Latin 4	Latin 4
or,German,with	French or Ger-	French or Ger-	
Sub-Seniors 4			French 3
	History of U.S.		l
& Civ. Govt. 4		& Civ. Govt. 4	History 4
	One of the fol-		
lowing :	lowing:		And either
		Adv. Math 4	
2. Chemistry 4		or, Chemistry 4	or, Chemistry
3. Physiol. &			Greek !
Hygiene &	Hygiene &	1	
Physiog. 4			
	4. Commercial		
Arithmetic &	Arithmetic &		1
Bookkeeping 4	Bookkeeping 4		
70 20		= =	21
19 or 20	18	18	21

MISCELLANEOUS.

SUB-JUNIORS.

Drawing, two recitations. Music, one recitation.

Drill or Gymnastics, one recitation.

JUNIORS.

Drawing, one recitation. Three recitations for General Coulfee without Latin.

Music, one recitation.

Drill and Gymnastics, one recitation.

SUB-SENIORS AND SENIORS.

Drawing, four recitations, elective for girls in place of Physics \mathbf{a}^{pd} Chemistry.

Music, one recitation.

Drill or Gymnastics, one recitation.

The High School, New Bedford, Mass., December 21, 1894.

Mr. William E. Hatch, Superintendent of Schools.

DEAR SIR: — At your request I present herewith a brief report with regard to the High school.

The new course of study, entered upon last September, is in successful operation, though its advantages will not be fully realized until the present sub-junior class shall have completed the four years of study under its requirements. Our school was one of the first to adapt the suggestions of the "The Committee of Ten" to its needs, and the results promise to be satisfactory, especially as the large majority of the pupils, who do not expect to go to college, are provided with more carefully adjusted and more thorough courses of study than heretofore. The course is thus devised for the best interests of the greater number who do not go to college.

The college preparatory course is carefully planned and will enable any pupil of average ability and industry to enter any college or scientific school at the end of four years of work. This course needs to be well planned, for we have pupils now preparing for sixteen different higher institutions no two of which have exactly the same requirements for admission.

There are gratifying indications that before long either hese variations in the requirements for admission to colege will be minimized or else admission will be given to my graduate of any one of the best High schools no matter which of its courses he may have pursued.

About one hundred and fifty of the pupils now in the school expect to go to higher institutions, twenty-five being in the senior class, thirty-five in the sub-senior class and the rest in the lower classes.

Stress has been laid upon the development of mental

power in the pupils, with instructive and encouraging results. Ability to observe accurately, to think independently and to express thought clearly and concisely is of prime value, and in these directions appreciable advance has been made.

The discipline of the school, as a whole, is satisfactory. There are, however, a few individuals whose lack of earnestness and failure to respond to the oft-applied stimuli of encouragement, advice and formal reprimand are an injury not to themselves alone, but also to their well-intentioned classmates, who receive less of the teachers' attention than they should because of the disproportionate time required by these few. I would defend more strenuously the interests of the ninety-nine out of a hundred pupils who show a desire to make the best use of the great privileges offered by the school.

The school still fails to provide (unfortunately, I think,) systematic physical exercise for the girls, the drill serving that purpose for the boys. As to the drill, it is under serious disadvantage in the lack of arms and organization, because it is thereby greatly limited in scope of instruction and furnishes no basis for a much needed and inspiriting esprit de corps.

Respectfully yours.
CHARLES S. MOORE, Principal.

THE HARRINGTON TRAINING SCHOOL FOR TEACHERS.

This school is a most valuable adjunct to our school system, and is doing excellent work in preparing teachers for the schools.

There have been several changes made in the organization and method of conducting the school since its inception, and I believe one other is necessary in order to to give it the highest effectiveness.

There are at present eight school rooms in the building, all occupied by pupils and representing the first six years of school life. Four of these rooms are now taught by regularly appointed teachers instead of by trainers as at first, and the remaining rooms are more strictly practice rooms. This has been a change in the interest of the pupils; for by giving the principals a less number of rooms over which they must exercise the most critical watchfulness they can guard more efficiently the errors in teaching of the trainers.

While this change from the original plan has increased the efficiency of the schools so far as the children are concerned, the other change which I think is necessary is one that affects especially the principals and the pupil-teachers. At present there are three classes of the pupil-teachers; the sub-junior, the junior, and the senior. These classes are six months apart, a class being admitted twice a year. These classes vary much in numbers; some number upon entrance nine, the maximum, while others contain but two This variation in numbers in the different classes, and the semi-annual admissions and graduations weaken the school in several ways. The course in itself is also too short for thorough normal work, and is a source of continual mental strain upon the principals. I therefore urge upon the Board to make the training school course two years long; to admit classes and graduate them but once a year.

If this is done: first, the classes I believe will be more uniform in numbers and the work of the school will not be disarranged as frequently as it is now; second, more time can be apportioned for normal work to the benefit of the teachers and the relief of the principals; third, the substitutes who are taken from the school will be more

efficient; there will be less repeating of part of the course by pupil-teachers, and graduates will have a better conception of the aim and methods of school work.

The classes which graduated this year were both unusually small. Those which will graduate next year are both large. The usual statistics are appended.

STATISTICS FOR THE YEAR 1894.

Number of pupil-teachers enrolled during the year,	21
Number of pupil-teachers admitted February, 1894,	7
Number of pupil-teachers admitted September, 1894,	3
Number of pupil-teachers in senior class, December, 1894,	8
Number of pupil-teachers in junior class, December, 1894,	6
Number of pupil-teachers in sub-junior class, December. 1894, .'	2
Number of days substituting by pupil-teachers,	2374
Number of days absence for other causes,	151
Total number of days absence of pupil-teachers,	3884

GRADUATES.

FEBRUARY, 1894.

Angela Florence Bowie,

Marion Hannah Swasey.

JUNE, 1894. Sarah Ellen Slade.

EVENING SCHOOLS.

While the enrollment in these schools does not include so many different names by several hundred this year, the average nightly attendance has been but thirty-two less than the preceding year, and the per cent. of attendance has been better. This difference in enrollment and attendance is partly due to closing the schools several weeks earlier than last year, the time when the attendance falls off very rapidly.

As for the last four or five years the greater number of the teachers are those who teach in the day schools. While I have favored the employment of day school teachers in the evening schools, I have done so for one reason only—that it would be impossible to conduct hese schools with any efficiency without the employment of the day school teachers. But teachers should not indertake this double duty unless their strength is sufficient for both. The first duty of the day teachers is due their day schools, and, if they undertake both, is soon as they find the evening school work encroaching upon their other duties they should give it up.

By far the largest proportion of those who attend the evening schools are illiterates. There are some who are not of this class, and I think there would be more if there were offered special courses in bookkeeping, typewriting, stenography, etc. It would be an excellent thing also if instruction in cooking, sewing, and Sloyd was offered to evening school pupils.

The discipline and teaching has been good in these schools during the year, reports to the contrary notwithstanding. In fact, the order in them has been as good as anyone would care to see. The pupils have been as attentive and as diligent as could be expected of persons who work hard through the day, and who have had little or no early mental training.

A table in another part of this Report gives all details of attendance in these schools.

SPECIAL STUDIES.

At the beginning of the school year in September a new schedule of time for the music supervisor went into pperation, owing to the arrangement made with him by which he now gives four days only each week to the city, instead of five as heretofore. This arrangement was made as an experiment, in order to retain the services of the present supervisor without increasing his salary very appreciably. The experiment was not recommended without some misgivings by the sub-committee, and met

with much opposition in the full Board. I recommended the plan to be tried for one year, for I fully appreciated the good work that the supervisor was doing, and I also felt that it was not probable that his salary would be increased to the figure he demanded for full service.

But I am convinced that this plan will not answer for a permanent arrangement for a city of this size and which is constantly growing. Eight teachers have been added to the teaching corps since September, which means an addition of three hundred scholars. While I cannot learn that the arrangement in the three large grammar schools of doubling the classes for singing when the supervisor visits those buildings is at all objectionable, the primary schools need more of the direct instruction of the supervisor and the country schools should all come under his supervision, which they never have done with the exception of the Acushnet school.

The supervisor should also have an unassigned day in each month for visiting schools which lose his visits by the schools being closed on stormy days or for other reasons. Under the present arrangement each grammar school is visited by him once in two weeks, and each primary school once in a month. If anything happens to prevent his visit to a primary class in any one month, because the schools are closed on account of stormy weather, or for any other reason, two months or more may intervene between his visits to the teacher of that school.

While I recommended a trial of the present plan, I did so because I felt that it was the only way by which the services of the present efficient incumbent could be retained, as I did not believe the Board would pay the salary demanded by him for full service. But for the above reasons, and for some others which are not so palpable, I am convinced that the schools should have the services of the

music instructor for the full five days each week, and hope that such an arrangement may be made at the close of the present school year.

In drawing also a different arrangement was adopted for the year beginning in September. The teacher of clrawing in the High school until then had been doing other work there which required considerable of her time, and it was necessary to have very large classes in drawing, too large in fact for effective work. This plan of having the drawing teacher in the High school take also some Other study was begun experimentally two years ago to save expense, but it was not successful for several reasons. Now the drawing teacher in the High school gives four days to drawing there, which relieves the pressure of large classes in that branch, and one day a week assists the supervisor of drawing in the lower schools. This plan is much more satisfactory. The work in all the schools is now thorough and progressive from the lowest grade primary to the High school. It is applied in illustration of several other branches of study, as nature work, geography, history, composition, science and manual training, and not only adds to their effectiveness, but is really necessary to their proper teaching.

The Report last year contained a full report of the work from the supervisor and the general course as pursued in the schools. The supervisor and her assistant are both exrnest, painstaking and efficient, and the work is certain to continue to improve under their direction.

The same teachers have been employed in teaching sewims as for some years past 'Owing to the continual increase in the number of pupils, however, all three now occupied every day each week with the exception of one day of one teacher. The work moves along smoothly, and I do not know but as effectively as possible. Of this I am sure that the teachers of this subject are not wanting in faithful, earnest work.

MANUAL TRAINING.

While drawing, cooking and sewing may fittingly is classed under the head of manual training, the term is now generally applied to shop work of some kind, either in wood or metal, and thus I will treat it.

In September last the Manual Training school we opened in the Sylvia Ann Howland schoolhouse in the room built for it. This new form of public school instruction is a constituent part of our curriculum. The departure is radical enough from the school of the past but it has evidently come to stay, and I rejoice that it is so.

The school as now organized furnishes instruction is wood-working only to pupils of the three upper gramma grades. This is but a beginning, however. This kind of work should not stop with the Sloyd work of the grammar grades.

The last Legislature passed the following statute in relation to this subject, which shows the trend of public opinion:—

ACTS 1894, CHAP. 471.

An act to provide for manual training in cities of more than twenty thousand inhabitants.

After the first day of September in the year eighteen hundred and ninety-five every city of twenty thousand or more inhabitants shall maintain as part of its High school system the teaching of manual training. The course to be pursued in said instruction shall be subject to the approval of the State Board of Education.

This makes it incumbent upon the Board to provide manual training in the High school after next September. There is no space in the High school building that is available for that form of instruction. If manual training is to be extended into the High school I think it would be well if the Sylvia Ann Howland schoolhouse

hould be devoted entirely to manual training work and ne cooking school. This of course would necessitate uilding another schoolhouse for the primary grades thich are now in that building. If this plan should be dopted, something of the same arrangement might be nade for the High school boys who would take manual raining as for those of the grammar grades who now take t, or similar to the arrangement made for the High school girls who take cooking lessons. The Board should give this whole subject its early consideration.

Mr. Edwin R. King has charge of the manual training work. He was chosen from a number of applicants as particularly well qualified for this position. The work has begun well under his instruction. He has made a very full report of the work and what it aims to do, and I invite careful perusal of it.



MANUAL TRAINING ROOM,

New Bedford, December 22, 1894.

To the Superintendent of Schools.

Sir: — In compliance with your request for a report as to the amount of work accomplished, the object of, and suggestions for future work in manual training, I submit the following: —

The manual training room at the Sylvia Ann Howland school building was opened for the use of pupils September 10, 1894. The system taught is that known as the "Swedish Sloyd," which had its origin in Sweden, but has been Americanized and adapted to the teaching of large classes in the elementary schools of this country.

The word "Sloyd" has no equivalent in the English language; it may be said to mean to design and execute, and may be applied not to wood-work alone, but to work in metals, straw, or paper. The word is, however, more commonly used in this country and in England in connection with the branches of wood-work which are being taught in the various schools. The word as now used really signifies educational manual training.

There are at present ten thousand children receiving instruction in Sloyd in the schools of the United States.

The course of work as laid out for pupils in the grammar grades includes the making of fifteen different joints and involves the use of forty-seven different tools, and also represents seventy-two different exercises.

Sloyd aims at the "harmonious development of the pupil, giving him by manual training and the use of the creative instinct such general training as will tend to fit him morally, mentally, and physically for any subsequent special training." Sloyd exercises are strictly progressive, treating the eye and hand as avenues to the brain.

All models made in the Sloyd room are such as may be used at home or by the boy in his play. It should not be

inferred, however, that because the advocates of Sloyd claim the useful model that they place it upon the side of the industrial and economic, rather than that of intellectual training; or because boys are being taught to work in wood that they are to become carpenters, cabinet makers, or pattern makers. Such is not the case; and when metal work shall have been introduced into the manual training course the true object of these exercises in higher and broader education will be kept strictly in view.

Manual training does, however, form a foundation upon which to build up a technical education, or to fit a boy for special trade work. In the manual training school the object is not the narrow one of teaching a trade, nor is dexterity in special operations or the use of certain tools the end in view. But the insight which the boy obtains and the acquisition of the "fundamental principles which underly all trades" may in the future prevent the mistakes made by so many boys who select and attempt to follow avocations for which they have no aptitude, thus depriving not only themselves, but perhaps a large number of people, the benefit of talents which had they been properly directed would have been of great advantage to the community at large.

The working drawing used in manual training forms a prominent feature. It is not, however, desired to narrow the instruction in this course to drawing alone, but the making of the drawing, its use and the ability of the pupil to read it, and to understand the relation between the object which he wishes to make and the drawing which he may have already made are strong points in favor of manual training. To the professional man as well as to the mechanic will this training be a benefit.

After the first drawings have been completed the boy is given the knife with which to begin his tool work, it being the most simple as well as the least mechanical of all tools. The free hand knife work in the Sloyd course is especially commendable, obliging the boy from the beginning to concentrate his whole mind upon the work which he has in hand. The knife is the only tool with which alone he can complete a model.

Form study, the cultivation of the esthetic sense, the forming of the habits of perseverance, order, accuracy in measurements and in workmanship, neatness of person, thorough honesty in the execution of his work, and instilling a respect for honest bodily labor—these are a few of the many principles which the Sloyd teacher strives to inculcate by appealing to the natural interest and activities of the pupil. Sloyd also aims at the development of both the right and left sides of the body, and pays special attention to positions taken during work.

In short, Sloyd proposes, in connection with his other studies, to so educate the pupil that he may enter any walk in life with greater ease because of the greater brain power acquired. To act one must think, and, if the action is sufficiently varied, equally varied will be the thought.

The pupils who have entered the manual training school the present year are those who are members of the seventh, eighth and ninth grades at the Fifth Street, Middle Street, Parker Street, Rockdale and the Acushnet Village schools, and the seventh grade from Thompson Street and Cedar Grove Street schools. There was a total enrollment in the school December 22, 1894, of 422 pupils. At that time a number of the classes had commenced model number five.* No pupils have as yet been admitted from the High school, but it is hoped that the members of the ninth grade classes who enter that school the coming year will be allowed to continue their manual work.

^{*} See list of Sloyd models.

In your last Report you expressed a wish that the manual work should begin as soon as possible after the pupil had entered the grammar school. There is a movement on foot in Boston to place the fourth grade boys (corresponding to the sixth grade in this city) in some manual training to be taught in the regular class room, giving the pupils a few of the more simple tools to use. The work is to be done in two dimensions only. A special knife-work course is being prepared with this end in view. It comprises eighteen models, but is as yet in the experimental stage.

After the work in the sixth grade, the seventh grade boys should begin the preliminary Sloyd, which requires the completion of fifteen models. The present seventh grade would have been started at this point, but it would have required some extra expense for tools, which I did not at that time wish to recommend. They are at present doing well in the regular three years' course which follows the preliminary Sloyd.

The training which the pupil would receive in the preliminary Sloyd course would enable him to proceed with greater intelligence and rapidity in the advanced work upon which the beginners of the present year are at work.

Before we can conform to the law with regard to the High school course for boys who have completed the grammar school work, it will be necessary for them to become thoroughly acquainted with the following exercises:—

- 1. The making and use of both scale and detail drawings.
- 2. The proper manner of filing the gauge spur; the sharpening of planes, chisels and gouges; the use of first, the oil stone, afterwards the grind-stone; the proper angle and shape of the teeth of saws, and the different kind of saws.
- 3. Methods of planing, boring, scoring, mortising, and manners of finishing.

- 4. Ways of fastening, such as nailing, screwing, gluing, draw boring, and the use of pins, wedging and dovetailing.
- 5. A familiarity with the various joints in use in mechanical work.

At this point the boy is in readiness to continue his wood-work upon a higher plane. He may take up wood turning and some steps in cabinet work. He may learn the manner of using veneers, because veneered work will stand better than the solid wood, and because work must be veneered on both sides.

The use of tree sections might be introduced in order to allow the pupils to examine the structure of the different kinds of wood, the manner of growth, the presence and appearance of sap wood, and strength of different kinds of lumber, where the more common kinds are found, and the market prices of those that are most used in construction and for ornamental purposes.

Turning, in connection with pattern making, might be taught in the second year's work, and moulding and casting with some soft metal or with plaster in the third year of the High school. This would finish the boy's seventh year in manual training. After that light iron work might be introduced; this, however, seems to be a work for the distant future.

It has been observed that teachers of natural science are generally strong advocates of manual training; they know how essential a knowledge of drafting and an ability to handle tools is to one who designs, constructs, or even keeps in order a piece of physical apparatus.

By a careful inspection of the following list the sequence of tools, models and exercises may be noted.

SLOYD.

(The following course of lessons in Sloyd is inserted by permission of the author, Gustaf Larsson, who reserves all rights in the original copy.)

Time 2 Hours a Week. Preliminary Sloyd. FIRST YEAR. Children 9-12 Years.

Dimensions (Inches).	7 x 5 x 1.	6 x 1 x 4.	5 x 1 x 4.	4 x 14 x 4.	6 x 4.	24 x 24 x 4.	5 X 5 X 5	114 x 8 x 4. 34 x 2 x 3.16.	51 x 51 x 4. 8 x 21 x 3-16. 13 x 44 x 4.	11 x 81 x 3.16.
Kind of Wood.	White wood.	:	:	,, ,, ,,	White wood.	Cherry.	Maple.	Pine. Cherry.	White wood. 5½ x 5½ x 4. Cherry. 8 x 24 x 3-1 White wood. 13 x 44 x 4.	
No. ing the Exercises. Kind of Wood. (Inches).	A. Preparing for Nos. White wood. 7x5x1.	Ruler.	Label.	Key tag.	Round mat.			Cutting board. Yarn winder.	Vase stand. Key bourd. Brucket.	
No.	₹	-	21	80 4	110	91-	· 00 G	,2=	624	=
New Tools.	Rule, pencil, try square, splitting saw, back saw.	Smoothing plane, block plane, bench hook,	l die	Compass, centre-blt, flat	Turning saw, spoke			Half round file.	Bradawl.	H.
New Exercises.	Practice with rule, pencil, try. Measuring and lining, rip and Rule, pencil, try square, inquare in drawing parallel cross-cut sawing.	Oblong, use of dimension and Planing with and across the grain; Smoothing plane, block extension lines; dimension sandpapering with block.	Oblique planing.	Boring and filing.	Curve Sawing; smoothing with Turning anoke shave.	Filing right angles.	Block planing without bench hook.	Modeling with spoke shave. Filing symmetrical curves.	Filling bevel.	Walling.
Drawing.	Practice with rule, pencil, try- square in drawing parallel lines.	Oblong, use of dimension and extension lines; dimension-	Obligue lines; dimension frac Oblique planing.	Circle, semi-circle dimension. Boring and filling.	Dimensioning spaces.	Square. Quarter foil.	Eight angle triangle.	Ellipse. Find centre of arc with given Filing symmetrical curves.	radius. Pentagon. Quadrant. Ilejaji daminji.	

Children 12-13 Years.

Time, 2 Hours a Week.

Drawing.	New Exercises and Review of Preliminary Course.	Tools Used.	, v	Models Representing the Exercises.	Kind of Wood.	Dimensions (Inches.)
	Straight, oblique and cross whit. Knife, ruler, lead pen. 1 Wedge.	Knife, ruler, lead pen-	<u> </u>		Pine.	3 x 1 x 4.
	Points. whittling, sandpapering, Sandpaper.	Sundpaper.	69	Flower pin.	Pine.	12 x 4.
	Rip sawing, edge planing, squar- Rip saw, jack plane, try-	Rip saw, jack plane, try-	-	3 Flower stick.	Pine.	15 x ½ x ½.
	Boring with drill bit, fitting peg, Bit brace, drill bit.	Bit brace, drill bit.	-	Penholder.	Pine.	74 x 4.
11 T	Cross.rev maching, Constructing, Cross.cut sawi, marking planing (in bench hook), au gauge, block plane,	Cross cut saw, marking gauge, block plane,	·n	5 Tool rack.	Pine.	16 x 14 x 4.
working urawings, full size, fucluding free-hand curves and simple geometrical problems, ex-	working utawings, full gur bit, sandpapering (with bench nook, augur bit, also, including free-hand) block). curves and simple geo. Curve sawing, smoothing with Turning saw, spoke metrical problems, ex. spoke shave, boring with brad shave, brad awi.	Dench nook, augur die. Turning saw, spoke shave, brad awi.	9	6 Coat hanger	Pine.	15½ x 12 x 3.
cepting Nos. 6, 11 and 13, when the children read another's drawing.	Surface planing, vertical chisel-Chisel, flat file, com. 7 Cutting board. ling. horizontal boring, filing, pass.	Chisel, flat file, com-	ı-		Pine.	18 x 7 x t .
	hook). Naling, sinking nalis. Making halved-orgether joints. Countersinking, withing, screw. Countersink, screw driv.	Hammer, nail set. Countersink, screw driv-	2 C C	÷_:	Pine. Pine. Pine and	15 x 54 x 1 7 16. 54 x 1 x 4. 14 x 54 x 14.
	Ing. Modelling with spoke shave, Cabinet scraper, half 11 Hatchet handle.	er. Cabinet scraper, half	=		erry	14 x 13 x 3.
	Bevelling with spoke shave.	round nie.	222		Pine. Beech.	10 x 10 x 14.

Time, 2 Hours a Week.

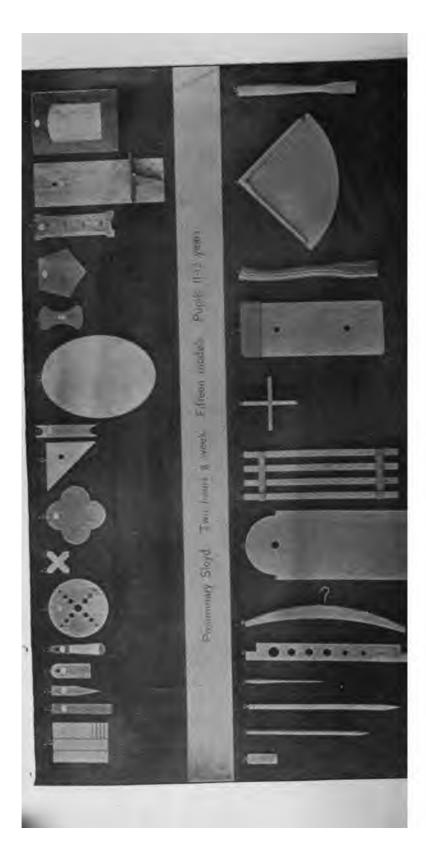
Children 13-14 Years.

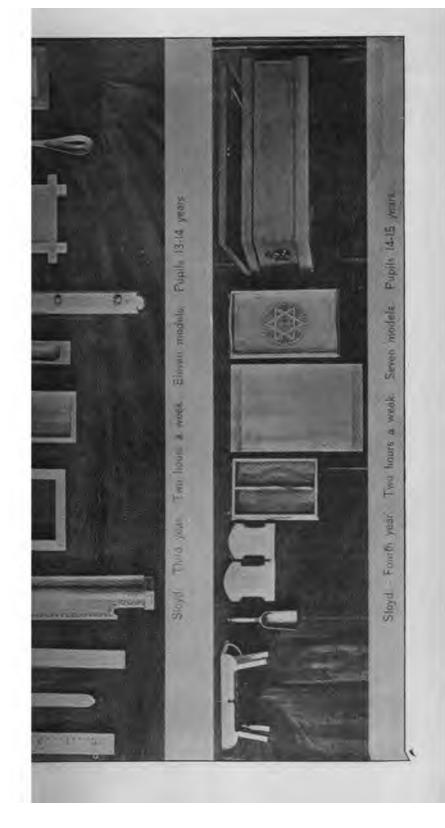
Drawing.	New Exercises and Review of Preceding Work.	New Tools.	No.	Models Representing the Exercises. (Inches.)	Kind of Wood.	Dimensions (Inches.)
	Spacing with compass, veining, Veiner, skew chisel.	Vetner, skew chisel.	=		Pine.	15 x 2 x 4.
	Wedge planing, filing edge, notch-	Round file, carver's	15		Maple.	18 x 14 x 4.
	Beveling edge with jack plane Centre bit. and file, boring with centre	Centre bit.	18		Maple.	16 x 13 x 3-16.
The same as the second year,	The same as the econd year, Open mortise and tendon joint, Mortise gauge, mallet.	Mortise gauge, mallet.	13.7		Pine. Pine.	18} x 4} x 2}. 10 x 8 x 4.
increasing in dimcuity as the models become more complex.	the models become more Fitting and nating aquare joints, complex.	Gouge, round cabinet 20 Pen tray.	28		White wood. Gum wood.	11 x 5 x 24. 104 x 24 x 3.
	Chamfering, straight-edge bevel-	scraper.	13	Hat rack.	Pine.	18 x 31 x 81.
	Half, lapping, grooving with		ä	Picture frame.	Pine.	10 x 84 x 4.
	Compass sawing. Grooving with rabbet plane,	Compass saw. rabbet plane.	នន	Cake spoon. Picture frame.	Cherry.	13 x 2 x f. 8l x 6l x 7-16.

Time, 2 Hours a Week.

Children 14-15 Years.

Drawing.	New Exercises and Review of Preceding Work.	New Tools.	No.	Models Represent. Dimensions ing the Exercises. Kind of Wood. (Inches).	Kind of Wood.	Dimensions (Inches).
	Half oblique dovetail.		ន	25 Foot stool.	Pine.	13 x 7 x 6.
	Vertical gouging; cutting with Drawing knife. drawing knife.	Drawing knife.	8	Scoop.	Cherry.	9½ x 14 x 24.
Working	Plain dovetailing; carving curve Paring tool.	Paring tool.		27 Book rack or brack. Pinc.	Pine.	16 x 51 x 64. or 84 x 7 x 5.
and from description. Dif-	working transmission scale and from description. Diff Square grooving; half round beveatore ortographic elling with plane.			28 Knife box.	Pine.	12½ x 9 x 2 9.16.
and perspective drawing.	Plain jointing; use of matching plane; cleating.	Jointer plane, matching plane, cabinet makers	8	29 Drawing board.	Pine.	19 x 13 x 4.
once prince.	Dovetailing with mitre; shellac- ing.	ciamps.	8	30 Tray.	and hogany	16 x 10 5.16 x 24.
	Fanel grooving; half blind dove-Framing chisel, plough, 31 Tool chest or cabl-Pine. falling; blind mortles and tenon mitre box. net. polits, fitting binges and lock; politshing.	Framing chieel, plough, mitre box.	18	Tool chest or cabi- net.	Pine.	27½ x 13½ x 93.





The following is a list of models constituting the whittling course which is being tried experimentally in the fourth grade in some of the Boston schools: --

WHITTLING IN THE SCHOOLROOM AND SIMPLE EXERCISES IN WORKING DRAWING FOR CHILDREN UNDER TWELVE YEARS OF AGE.

Exercises.	No.	Models.	Wood.	Drawing.	Tools.
Straight whittling and cross cutting;	-	aper block.	Basswood, 1 inch.	Basswood, 1 inch. Oblong (one view up to No. 13).	For each pupil.
Colique whitting. Cutting out square corners. Whitting to a convex line: boring.	o, eo →	Label. Thread winder.	Basswood, inch. Basswood, inch.	Dimensioning oblique lines. Square; dimensioning corners.	Desk board, sketch book, pencil, rule, compasses, try-square, knife, sand-
Gluing sandpaper. Whittling to a convex line, with square	. c. c	Pencil Sharpener.	Basswood, inch.	Centre line; tangent arc. Review of No. 4.	paper block.
shoulders. Cutting triangular incisions. Study direction of the grain in cutting	1-00	Fish line winder.	Basswood, inch.	Review of No. 3. Construction of hexagon.	General tools in care of the teacher.
and whittling. Cutting right-angled triangles.	•	Silk winder.	Basswood, Inch.	Review of No. 3.	Cutting-off saw, back
Oblique cutting. Witting concave arcs.	2=	Mat (pentagon). Yarn winder.	Basswood, Inch. Basswood, Inch.	Construction of pentagon. Arcs with given radii.	awl, oil stone, oil can, cotton waste. Sand.
Whitting convex ares. Marking with the knife. Broad auriase whitting	227	Mat (quarterfoil). Ruffe. Weder	Basswood, 1 inch. Cherry, 3-16 inch.	Construction of quarterfoll. Spacing with needle point. Ton and front wlew	paper No. 1 and No. 0.
Whitting to a sharp edge.	22	Letter opener.	Cherry, 3-16 inch.	Drawing cross section.	Price of tools for
Modelling with the knife. Modelling with the knife to a sharp	222	Crochet needle.	Cherry, 3-16 inch.	Review of No. 16. Review of No. 15.	General tools for a
edge.					Wood for each pupil in the course, . 30

As parallel numbers for extra work, representations of different asw teeth, clay-modelling tools, penholder, etc., are suggested. The whitting abouid be done in a good standing position, the cutting and drawing while sitting at the desk.
Sandpaper should not be used until the work is as well done as possible with the edge tool and approved by the teacher.

Respectfully submitted. Konnathin Illingtonto

EDWIN R. KIN(4, Principal of Manual Training School.

THE HEALTH OF PUPILS.

It is a matter of supreme importance whether the physical welfare of the pupils is properly cared for while they attend school. It is a great wrong to compel children to attend a school, the rooms of which are not well ventilated and lighted, or whose other sanitary conditions are not good. Public sentiment has been aroused in regard to these special matters within a few years, and there has been a decided improvement in the sanitary condition of modern schoolhouses. There has been a great improvement for the better also within twentyfive years in the seats and desks used. But too many children are compelled to sit for hours each day in seats which for one cause or another are entirely unsuitable from a hygienic standpoint. Adjustable desks have been invented which can be fitted to any child, and they should be in every school room.

Another danger to which pupils appear to be more subjected to in school than out is that of contracting contagious diseases. Precautions are now used by excluding every pupil from school who has been exposed to such diseases until he presents a certificate from a physician that all danger of contagion is past. But statistics show that notwithstanding this precaution contagious diseases are much more prevalent when the schools are in session than at other times. This exclusion of children who are known to have been exposed in any way to contagion results in a serious loss of time to many children other than those who are sick. More needs to be done to prevent contagion in the schools. The sources of contagion in the school room should be reduced to as small a number as possible. It is thought that slates, sponges and pencils which are used by different pupils are prime sources in spreading contagious diseases in the schools. On this

account some cities have already abolished the use of slates and sponges in their schools, and require the lead pencils that are used in drawing and writing to be distributed to each pupil for his exclusive use. The expense of paper is some more, (if used for all purposes instead of slates,) but this should not be considered if the health of the pupils is at stake. I ask the attention of the Board to this matter and recommend the substitution of paper for slates in all of the schools.

A thorough and systematic system of physical training should be in use in the schools if the health and well being of the pupils are to be promoted as they should be. Opinions may differ as to the best system to use, but I do not think that many will argue against the benefits to be derived by the children from such a course. Physical culture in the school room is not offered, however, as a substitute for the spontaneous play and out-door games of the children. These ought to be encouraged more than they are, and it would be an ideal system if every school-house could have extensive play grounds and play sheds where the children, under the supervision and direction of their teachers, could indulge in all sorts of health-giving plays and other exercises.

But such conditions are practically impossible in our public schools, owing to the great expense that this would entail. The next best thing is to supplement present conditions with a system of physical training taught in the school rooms; a system that will require little or no apparatus, in the lower grades at least, but which will develop health, strength and a proper carriage of person in the pupils. There are such systems. There are not many progressive cities where a system of physical training is not a constituent part of the curriculum. Excellent teachers, professionally trained, are now to be had at no great cost.

Some two years ago the Board, upon the recommendation of a special committee appointed for the purpose of investigating systems of physical training and reporting upon one to use in the schools, voted to adopt the Ling system. No special instructor has been elected, however, without whom it would not be expedient to put the system into practice. Another committee was appointed recently to consider this question, but no report was made before the close of the year, when its time of service came to an end by limitation. I most earnestly hope that the Board will take speedy action on this matter.

TEACHERS.

The Legislature of 1886 passed the following act relating to the tenure of office of teachers: "The school committee of any city or town may elect any duly qualified person to serve as a teacher in the public schools of such city or town during the pleasure of such committee; provided such person has served as teacher in the public schools of such city or town for a period of not less than one year."

The school authorities of the various cities and towns have been rather slow to adopt the permissions of this statute. They have felt that the tenure of office of efficient and faithful teachers is sufficiently stable with annual elections; that indeed with annual elections it is not an easy matter to hold some teachers up to their best effort or to dispense with their services even when known to be inefficient, owing to the influence of their friends, political or otherwise, and that permanent tenure would make such teaching still more indifferent and inefficient; that public sentiment has not yet demanded that professional preparation of teachers which would make it expedient to give any more stable tenure of office to them.

Whether sound or not, these arguments have been sufficiently strong to prevent the act of 1886 becoming generally adopted. Some cities have adopted its provisions, however, and I believe the day is not distant when all of them will.

Some six years ago the adoption of this act was urged upon your Board by a member, but no action was taken. I was not then sufficiently acquainted with the schools of the city to know whether it was best at that time to adopt it or not; but from the knowledge I possessed of the manner in which additions had been made to the teaching corps for some years preceding, and for other similar reasons, I then felt that it would be better to postpone action upon it.

But I believe the time has come when this act should be adopted for our schools, and all teachers of the corps who have taught acceptably in them for at least three years should be elected during the pleasure of the School Committee; and hereafter all teachers after three years of acceptable service should be placed upon the permanent list.

I recommend this change for these reasons:—

- 1. The teaching corps is now in excellent condition as a whole, and the regulations of the Board now require adequate preparation for admission to it.
- 2. Annual elections are a source of worry, or at least of annoyance, which is distracting to the teachers in their work and which affects often worthy and efficient teachers full as much as those who are least efficient, and the tendency of annual elections is to weaken the influence of the teachers in their school rooms rather than to strengthen it.
- 3. The School Committee by adopting this act surrender no part of their power of removal, but simply forego the annual election of all teachers upon the permanent list.

The Board has dispensed with the services of but five or six teachers during the last seven years, and these in every case for failure in governing or teaching and after consideration in each case by the proper sub-committee. Yet during this time every teacher of the corps has been compelled to go through the annual ordeal of being re-It may be said in argument that worthy and efficient teachers need have no fear of an annual election. But the fact is they do and always will have, and so does every one who holds a public or quasi-public office. elected during the pleasure of the School Committee, which means virtually election until they are shown to be inefficient or unworthy, teachers would have a feeling of security in their positions which would reduce their inclination to worry, help to give them that balance and poise of mind which is so necessary to those who are called upon to govern, and strengthen their influence with their pupils. But with permanent tenure of office for teachers there is the greater necessity for exercising the utmost care in appointing and in confirming them.

The services of two teachers were dispened with during the year, and there have been a number of resignations for various reasons. The vacancies thus caused and the increase in attendance of pupils have necessitated an unusual number of appointments.

There has been an unusual number of absences of teachers on account of their own ill health and sickness in their families. Those absences (together with a few incidental ones) amounted to 1,322 half days last year, requiring the services of about four substitutes for each school day. The time is surely coming when candidates for teachers' positions will be required to undergo a physical examination before they will be permitted to enter the teaching profession. Many who enter it now are physically unfit to undertake its duties. It is the duty of teachers to take

more exercise than most of them do, and it should be or door exercise so far as possible. Many of them are saddly wanting in that physical vigor that is so necessary from them to resist the nervous strain made upon them in the profession.

All the appointments, resignations, transfers, etc., a——re given below:—

APPOINTMENTS.

Edmand E. Baudoin, Emma B. McCullough, Mary W. Leymunion, Annie C. Hart, Emma A. Gilman, Lucy F. Winchester, N. Emma Slack, Agnes W. Lindsey, Angenette Chace, Julia F. Coombs, Angela F. Bowie, Carrie L. Chapman, Ruth M. Tripp, Nellie A. Walker, Sarah E. Slade. Elizabeth S. Foster, Florence A. Chaffin, A. Gertrude Wheaton, Edwin R. King,

Military Instructor, High school. Fifth Street Grammar school. Fifth Street Grammar school. Fifth Street Grammar school. Middle Street Grammar school. Middle Street Grammar school. Parker Street Grammar school. Parker Street Grammar school. Parker Street Grammar school. Parker Street Grammar school. Thompson Street Grammar school. -Linden Street Primary school. Linden Street Primary school. Acushnet Avenue Primary school. _ 1. Dartmouth Street Primary school. Cedar Grove Street Primary school. Cedar Grove Street Primary school. Cedar Grove Street Primary school. Manual Training Teacher.

RESIGNATIONS.

John K. McAfee, Harriet F. Hart, Blanche W. Sheldon, Nancy H. Brooks, Clara B. Watson, Agnes W. Lindsey, Isadora Foster, Annie M. King, Ethel W. Denham, Carrie A. Shaw, Military Instructor, High school.
Fifth Street Grammar school.
Fifth Street Grammar school.
Fifth Street Grammar school.
Middle Street Grammar school.
Parker Street Grammar school.
Linden Street Primary school.
Acushnet Avenue Primary school.
Cannonville Primary school.
Cedar Grove Street Primary school.

ABSENT ON LEAVE.

Imma Slack,
I. Pettey,
Y S. Leach,
Y C. Barstow,
M. Hatch,
abeth Bennett,
Parker Street Grammar school.
Linden Street Primary school.
Dartmouth Street Primary school.
Cedar Grove Street Primary school.
Acushnet Avenue Primary.

TRANSFERS.

ie M. Allen, from I. W. Benjamin to Fifth Street. n McCov. from Cedar Grove Street to Middle St. iet N. Hyatt, from Acushnet Avenue to Acushnet. line O. Peirce. from Acushnet to Acushnet Avenue. h A. Winslow, from I. W. Benjamin to Acushnet Ave. W. Corish. from Training school to Cedar Grove St. ence A. Poole, from Training school to Cannonville. on H. Swasey, from Training school to I. W. Benjamin.

TEMPORARY ASSISTANTS.

e L. Burbank, Linden Street school.

7 G. Fuller, North school.

TEACHERS' MEETINGS.

my rounds of visits to the schools I note the state of room in regard to temperature, ventilation, cleanliand order, as well as the methods of discipline and ruction that are employed by the various teachers. I observe whether the regulations of the Board and the se of study are being followed and the progress that ade by the pupils.

hese observations, whether favorable or unfavorable, made the basis of the meetings that I hold with the cipals of the schools each month. They in turn hold tings of their assistants each month, or oftener, and ass these matters with them. Special matters relating by individual teacher are brought to his or her attendione, either by me directly or through the medium be principal.

In addition to principals' meetings, meetings of different kinds are held for the instruction of the teachers in methods of teaching, both in their general and special work. The drawing and music supervisors both hold meetings throughout the year for instruction in their special subjects. Prof. A. C. Boyden, of the Bridgewater Normal School, has met the teachers of all grades one Saturday in each month for instruction in nature work as during the previous year. This work under his general guidance is becoming a source of valuable training for the pupils.

On October 19 a teachers' institute was held in this city under the direction of the State Board of Education. The schools were dismissed for that day and all the teachers attended the exercises, which were most stimulating and helpful. The teachers from the adjacent towns and Fall River also attended in such numbers that there were nearly five hundred teachers who enjoyed the benefit of the exercises.

The following was the program: —

PROGRAM.

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9.00 A. M. Introductory Remarks,
                                         Frank A. Hill,
                                               Secretary of the Board.
9.20 A. M. Principles and Methods of
               Teaching, . . . . . .
                                          John T. Prince,
                                                  Agent of the Board.
10.00 A. M. Drawing (Primary Section),
                                          Henry T. Bailey,
                                                  Agent of the Board.
10.00 A. M. Reading and Literature
               (Grammar Section), . .
                                          Miss Anna B. Thompson,
                                            Thayer Academy, Braintree.
10.00 A. M. Physics (High School Sec-
                                          Charles F. Warner,
               tion), . . . .
                                        English High School, Cambridge.
11.00 A. M. Geography (Primary Section), Frank F. Murdock,
                                            Bridgewater Normal School.
11.00 A. M. History (Grammar Section), George H. Martin.
                                            Supervisor Boston Schools.
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11.00 A. M. Algebra (High School Sec-
                                        J. W. McDonald,
               tion), . . . . . . .
                                                Agent of the Board.
1.30 P. M. Arithmetic (Primary Section), George I. Aldrich,
                                            Supt. of Schools, Newton.
1.30 P. M. Geography (Grammar Sec-
               tion), . . . . . . .
                                        Mr. Murdock.
1.30 P. M. History (High School Section), Mr. Martin.
2.30 P. M. Reading (Primary Section), . A. W. Edson,
                                                Agent of the Board.
2.30 P. M. Drawing (Grammar Section), Mr. Bailey.
2.30 P. M. Latin (High School Section), Mr. McDonald.
3.30 P. M. Language (Primary Section), Mr. Prince.
3.30 P. M. Arithmetic (Grammar Sec-
               tion), . . . . . . .
                                        Mr. Aldrich.
3.30 P. M. English Literature (High
               School Section), . . . Miss Thompson.
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On Thursday evening, October 18, Rev. Dr. Alexander McKenzie, of Cambridge, delivered a lecture in connection with the institute in High School Hall on "The Imagination in Education."

VERTICAL PENMANSHIP.

One of the most recent of the educational movements is the one to revolutionize the style of penmanship which has so long held sway, namely, the Italian or sloping style. This style of writing is said to have been invented by a Venetian in the sixteenth century, and to have spread rapidly throughout Europe. The vertical form of penmanship which is now advocated as better than the sloping is said to have been the form in use among the ancient Greeks and Romans, and prevailed throughout Europe through the Middle Ages. It was the style of penmanship practiced by our forefathers, and many of the early documents of this country were written in that style, and are remarkably clear and legible after the lapse of several centuries.

So this movement for vertical penmanship is a renaissance in writing, not a new invention. It is claimed for it:—

- 1. That it is more legible than the sloping style.
- 2. That it is more easily acquired by the pupils.
- 3. That its use is less liable to produce spinal curvature, myopia, and other ills that the use of the sloping style tends to produce in the pupils.
- 4. That it occupies less space than the sloping form and can be more quickly written.

These certainly are strong arguments in its favor, if they are sound. The first claim seems to me to be self-evident. The second is based on the statement of unbiased teachers who have tried both. A trial of three months in one of our schools gave strong proof that the pupils acquired the style much more readily than they did the slanting even in the higher grades, and their writing was more legible than before.

High medical authority in Germany, Austria and England, and other foreign countries where investigations have been made in styles of penmanship and their relation to the physical welfare of the pupils, strongly endorse the vertical.

It surely occupies less space, and the fact that classes of persons who are compelled from the nature of their occupation to write rapidly, such as telegraphers and reporters, use the vertical form to a great extent, gives force to the claim that it can be more quickly written.

The principals of the grammar schools of the city are unanimous in favor of its adoption. For these reasons and because of the failure of the great majority of the pupils to acquire the art of writing a legible and rapid hand under the old style, I recommend the adoption of the vertical for use in the schools of the city.

THE PUBLIC LIBRARY AND THE SCHOOLS.

There is now scarcely a city or town of any importance in the State that cannot boast of its public library, which has either been presented to it and endowed by some philanthropic citizen or created and maintained by the town itself. Massachusetts is as famous to-day for the number and quality of her public libraries as she is for the character of her public schools. They were both founded for the same purposes,—the suppression of ignorance and the creation of an intelligent body of citizens. For this reason and because they are supported by public funds, they both should not only be open to those who wish to patronize them, but should strive to bring those who know not their advantages nor care for them within their beneficent influences.

It is not my intention, however, to engage in a dissertation upon the public library and what it should do in a community, for it is not fitting in a report of this kind. But I do feel that these two great factors in public education, the public school and the public library, should be brought into more intimate relationship than they have ever been. Whether it has been the fault of the schools in not seeking with sufficient earnestness the advantages offered by the libraries, or whether the libraries have not offered the inducements that they should to the schools, is not the question. The question is, is there that close inter-relation between the public schools and the public libraries that there should be; and if not, how can it best be brought about?

In some of the large cities of the West much is being done in the way of cooperation between the library and the school. In some places teachers are invited to come in groups to the library to be informed by the librarian about the treasures to be found there, and conferences are

held regarding the best way of making the library a helpful supplement to the school work; in some, sets of books of fifty or more, selected for their merit and suitability to young readers, have been purchased and organized into a kind of circulating library for the schools; in some, lists of books suitable for children of different ages are prepared at the library with titles and catalogue numbers and sent to the various schools, thus stimulating the children to read good literature and to aid them in selecting it; in some, where the building is suitable and the funds of the library permit the employment of sufficient assistance the children themselves are even given access to the bookshelves to choose from the rich store spread before them. In very many the teachers are given privileges in regard to the number of books they are permitted to take from the library to their schools, as well as to the length of time they are permitted to keep them.

I think that in the cities of the West there has been greater progress in establishing the proper relation between the library and the schools than in the East; but within a few years much has been done in this direction in many places in the East and especially in our own State. This movement should become general. And as there is scarcely a hamlet of any size in the State that does not have its public library, what a powerful instrument for good such a movement would become.

Childhood and youth are the periods in which habits are formed for life. Therefore if a taste for good literature with all its wholesome influences is to be inculcated in the next generation it must be done in their youth and chiefly while they are in school.

I desire to see a more intimate relation between our public library and our schools.

I hope in the future that every inducement to use the public library will be put forth to the teachers and pupils that is possible, and that every privilege will be accorded them in using it that is consistent with present conditions. I also most sincerely hope that the time is not far distant when we shall have a new library building so arranged that many of the limitations now necessary may be removed.

It gives me pleasure to state that within a year the teachers of the city on their petition have been granted certain privileges in the use of the library which have been hitherto withheld. I am pleased also to be able to present at the end of this Report a list of books suitable for young people, most of which are to be found in the library. This list has been compiled from various sources by Mr. George H. Tripp, principal of the Middle Street Grammar school, to whom I am happy to make this acknowledgment for his painstaking work.

A good beginning has been made toward making the public library an active agent in the school work of the city. It is a movement whose future possibilities will depend both upon the recognition of its value by the teachers of the city, and the hearty co-operation of the library authorities.

CONCLUSION.

In concluding, I desire to express to the teachers my sincere appreciation of the co-operation given by them in all matters relating to the regular work of the schools, and for their willingness to undertake new lines of work proposed. To the Committee also my thanks are hereby rendered for its continued confidence and support, and to the individual members for their assistance always willingly accorded me in administering my office.

Respectfully submitted,

WILLIAM E. HATCH, Superintendent of Schools.

LIST OF TEACHERS,

HIGH SCHOOL.

Summer street, between Mill and North streets.

Grade	•			
	Charles S. Moore, pr	incipal,	25 Seventh street,	\$ 275 0
	Chas. T. Bonney, Jr.	., sub-master,	121 Washington street,	1600
	Charles R. Allen, sci	ence teacher,	84 Spring street,	1600
	Sarah D. Ottiwell,	assistant,	184 Kempton street,	90 O
	Elizabeth P. Briggs,	••	366 Union street,	900
	Lydia J. Cranston,	66	129 Elm street,	900
	Lucretia N. Smith,	66	72 Foster street,	900
	Mabel W. Cleveland	, "	81 North street,	850
	Mary E. Austin,		512 Kempton street,	900
	Helen L. Hadley,	"	196 Grinnell street,	850
	Emma K. Shaw,		72 High street,	900
	Edmand E. Baudoin.	, military ins	tructor,	
		•	303 County street,	300

GRAMMAR SCHOOLS.

FIFTH STREET:

Fifth street, corner of Russell street.

	Allen F. Wood. principa	1,	111 Acushnet avenue,	1900
9	Lydia A. Macreading, as	sistant,	17 Bonney street,	600
9	Emma B. McCullough,		300 Purchase street,	600
8	Mary E. Allen,	"	25 Madison street,	600
8	Sarah E. Stoddard,	"	352 County street,	600
7	Emma A. McAfee,		63 Fifth street,	600
7	Mary W. Leymunion,		55 Hill street,	600
6	Annie C. Hart,	"	54 Fourth street,	550
6	Mary A. Kane.		127 Grinnell street,	600
5	Grace L. Carver,	"	147 Acushnet avenue,	600
5	Lottie M. Allen,	"	118 Fifth street,	475

MIDDLE STREET:

Summer street, between Elm and Middle streets.

	George H. Tripp, principal,		Fairhaven,	1900
9	Helen Ring,	assistant,	271 Union street,	600
9	Lucy F. Winchester,	"	Fairhaven,	600

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SUPERINTENDENT'S REPORT.

de.		
Katharine Commerford, assistant,	Ashland street,	\$600
Etta M. Abbott, "	233 Middle street,	600
Lucy B. Fish, "	215 Maxfield street,	600
Julia C. Gifford,	9 Arch street,	500
Helen McCoy,	68 Walden street,	55 0
Emma A. Gilman,	175 William street,	600
Agnes J. Dunlap, "	117 Hillman street,	60 0
Clara S. Vincent,	233 Middle street,	600
RER STREET:		
Parker street, near Co	ounty street.	
Francis J. Heavens, principal,	64 Willis street,	1900
Anna L. Jennings, assistant,	215 Maxfield street,	600
Julia F. Coombs,	113 Hillman street,	600
Emma D. Larrabee, "	14 Parker street,	600
Susan H. Lane, "	94 Hillman street,	600
Martha A. Hemenway, "	5 Lincoln street,	600
Regina M. Paul, "	29 Parker street,	550
.nd 6 Angenette Chace, "	35 Dartmouth street,	550
Elizabeth B. Brightman, "	14 Parker street,	600
May L. Pettey, "	22 Pope street,	600
Mariana N. Richmond, "	34 High street,	600
Emily A. Delano, "	East Freetown,	600
Mary E. Sturtevant, "	220 Summer street,	600
MPSON STREET GRAMMAR AND PR	IMARY:	
Thompson street, corn	er of Crapo.	
Katharine N. Lapham, principal,	236 Union street,	1200
Cora B. Cleveland, assistant,	81 North street,	550
Elizabeth M. Briggs, "	351 County street,	475
Mary A. Macy,	72 Bedford street,	600
Daisy M. Butts, "	116 Willis street,	550
Angela F. Bowie, "	111 Dartmouth street,	400
Leonora B. Hamblin, "	South Orchard street,	550
Annie L. Brownell, "	15 Sherman street,	550
AR GROVE STREET PRIMARY AND G	RAMMAR:	
Cedar Grove street, near Λ	cushnet avenue.	
Maria B. Clark, principal,	131 Chestnut street,	800
Flora E. Estes, assistant,	535 Purchase street,	550
Koto Sweet	287 Kempton street	550

287 Kempton street,

506 Purchase street, 86 Mill street, 550

550 425

Kate Sweet,

Isabella F. Winslow, Julia W. Corish,

•				
Grade.				
	orence A. Chaffin,	•	35 Eighth street,	\$ 500
	nnie G. Brawley,	"	68 Walden street,	55 0
	dith K. Weeden,		614 County street,	550
	lizabeth S. Foster,	"	175 William street,	550
	ary J. Eldridge,	••	314 South Second street	*
	aroline E. Bonney,	"	52 Bonney street,	425
	uth E. Pease,		658 County street,	450
	Gertrude Wheaton	7	345 Cottage street,	450
	ura C. McCabe,	66	153 Grinnell street,	400
	Lizzie E. Omey,	44	63 Thomas street,	600
5 A	lice A. Richardson,	"	65 William street,	475
HARRING	gton Training Sci	IOOL:		
	Court street,	corner of '	l'remont street.	
Jo	sephine B. Stuart,	orincipal,	464 County street,	1500
	nna W. Braley, vice	• •	619 County street,	1000
	• •	issistant,	201 Cottage street,	500
	nnie M. Spooner,	"	70 Morgan street,	450
Ka	ate Moore,	64	101 Park street,	450
Gı	ace W. Russell,	44	152 Purchase street,	425
Acushn	PRIMET AVENUE:	MARY SCH	IOOLS.	
		enue, near (Grinnell street.	
4 Ja	ne C. Thompson,	rincipal,	100 Washington street,	750
	• • •	issistant,	25 Madison street,	550
	attie L. Finlan.	"	186 County street,	550
	izabeth Bennett,		46 State street,	550
-	roline O. Pierce,		1 Spruce street,	550
	Caroline S. Silva.		81 Washington street,	550
1 Sa	rah A. Winslow,		315 County street,	550
1 Ju	dia M. Pilling,		24 Seventh street,	450
1 M:	argaret H. Holmes,		661 County street,	500
	arriet L. Cornell,	**	151 Middle street,	45 0
1. W. B	ENJAMIN SCHOOL:			
Divi	ision street, betweer	Acushnet	avenue and Second street.	•
Ja	ne E. Gilmore, prin	cipal,	245 Acushnet avenue,	800
	san M. Tompkins, a		2 Court street,	550
	. III. IV. D		112 0	***

115 Summer street,

169 Middle street,

550

450

Nellie W. Davis,

Dora A. DeWolf,

e.	
Sarah E. Kirwin, assistant	, 101 South Sixth street, \$550
Marion H. Swasey, "	Cor. County & Forest sts. 425
Alice A. Taylor,	299 County street, 550
Sophie T. Anthony, "	182 Fourth street, 400
Eleanor V. Tripp, "	12 Sherman street, 500
Annie C. O'Connor, "	299 County street, 550
Mabel Bennett, "	79 Chestnut street, 500
Julia A. Hunt, "	20 Court street, 425
Emma L. Gartland, "	51 Washington street, 425
AR STREET:	
Cedar street, corner o	of Maxfield street.
Annie S. Homer, principal,	117 Hillman street, 650
Bessie P. Peirce, assistant	, 130 Summer street, 550
Abby D. Whitney, "	59 Hill street, 550
und 2 Annie L. Edwards, "	62 North street, 550
Willetta B. Nickerson, "	85 Morgan street, 550
Mabel L. Hathaway, "	743 County street, 500
NNONVILLE:	
Rockdale	avenue.
and 3 Adelaide J. McFarlin, princi	pal, Cottage & Kempton sts., 550
and 1 Florence A. Poole, assistant	t, 168 Mill street, 425
ARTMOUTH STREET:	
Dartmouth street, corn	er of Hickory street.
Isadore F. Eldridge, principal	, 44 Sherman street, 700
and 4 M. Eva Schwall, assistant	, 11 Bonney street, 550
Edith M. B. Taber, "	82 Walden street, 500
Sarah E. Slade, "	37 Allen street, 400
Nellie H. Cook, "	Masonic Building, 500
Annie F. Smith, "	18 Bonney street, 550
Grace H. Potter, "	100 Madison street, 550
Sara H. Kelley, "	24 Seventh street, 550
OMAS A. GREENE SCHOOL:	
Madison street, corner	r of Fourth street.
Sarah H. Cranston, principal,	129 Elm street, 650
and 4 Grace Covell, assistant	, 128 School street, 500
Eliza H. Sanford, "	112 Fourth street, 550
Sarah E. Sears. "	21 Griffin street, 550
and 2 Lillie C. Tillinghast, "	32 North Sixth street, 550
Annie L. Macreading, "	17 Bonney street, 550
Ruth E. Howland, "	Bonney street, 400

SYLVIA ANN HOWLAND SCHOOL:

Pleasant street,	hetween	High and	Kempton	atroota
I icacam on co.,	DELMEET	might and	vembron	anterna.

	Pleasant street, b	etween High	and Kempton streets.	
Grade).			
4	Carrie E. Footman,	principal,	72 State street,	\$ 600
3	Mary J. Graham,	assistant,	12 Court street,	550
2	Helen J. Kirk,	"	27 Franklin street,	550
1	Amelia Lincoln,	66	87 Walden street,	550
Lind	EN STREET:			
	Linden e	street, near A	shland street.	
4	Elizabeth P. Spoone	er, principal,	129 Hillman street,	600
3	Isabella Luscomb,	assistant,	245 Cedar street,	550
2	Carrie L. Chapman,		Main street, Fairhaven,	500
1	Ruth M. Tripp,		417 Union street,	425
1	Lucy S. Leach,	"	163 Maxfield street,	550
MER	RIMAC STREET:			
	Merrimac :	street, corner	of State street.	
4	Sarah H. Hewins, p	rincipal.	111 Merrimac street,	600
3	Addie West,	assistant.	232 Pleasant street,	550
2	Annie I. Dexter,	"	11 Franklin street,	550
1	Harriet S. Damon,	"	223 Pleasant street,	550
Max	FIELD STREET:			
	Maxfield str	eet, corner of	Pleasant street.	
1	Mary B. White,	principal,	57 Foster street.	600
2	Annie E. Pearce,	assistant,	151 Hillman street.	550
3	Clara C. M. Gage,		78 Mill street.	550
4	Mary E. Pasho,	"	169 Grinnell street,	550
	•		·	
		GRADED SC	HOOLS.	
Acus	SHNET.	Acushnet ave	enue.	
	Charlotte C. Carr,	principal,	56 Spring street,	700
	Belle B. Wheeler,	assistant,	2 Mt. Vernon street,	600
	Harriet N. Hyatt,	"	Tarkiln Hill road,	450
CLAI	RK'S POINT SCHOOL:			
	Mary E. McAuliffe,	principal,	380 Purchase street,	500
Nor	rn School:			
	Mary I. Ashley, pri	ncipal.	Clifford,	600
	Mary G. Fuller, ass		Clifford,	360
	22	,		555

111	

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AINVILLE SCHOOL:		
Mary E. Haney, principal,	Shawmut,	\$60 0.00
CKDALE SCHOOL:		
Lillian T. Thomas, principal,	Box 275,	550.00
RTH MILL:		
In Merrimac street sch	ool building.	
Emma R. Wentworth, principal, Mary L. Hillman, assistant,		682.00 467.50
JTH MILL:		
In Thompson street sel	hool building.	
Lucy J. Remington, principal, Ruby M. Tripp, assistant,		682 00 467.50
SPECIAL TEAC	HERS.	
AWING:		
Mary W. Gilbert, supervisor, Katharine M. Crabtree, assistant, and teacher of drawing at		1,200.00
High school,	26 Seventh street,	800.00
GING:		
F. H. Butterfield, supervisor,	40 Chestnut street,	1,500.00
NUAL TRAINING:		
Edwin R. King,	175 William street,	1,200.00
▶KING:		
Grace Greenwood,	175 William street,	600.00
FING:		

SUPERINTENDENT'S REPORT.

EVENING DRAWING SCHOOL.

Carrie H. Richmond, principal,

Gertrude H. Leonard, "

Eliza A. Smalley, assistant,

In High school building.

George H. Nye, principal, 323 Cottage street, \$9.00 per week. Katharine M. Crabtree, ass't, 26 Seventh street, 6.00 "Oliver H. Gardner." 197 Chestnut street, 6.00 "

43 Fifth street,

23 Seventh street,

71 South Sixth street, 525.00

600.00

525.00

EVENING ELEMENTARY SCHOOLS.

Firth	STREET	•

George H. Tripp,	\$6.00 per week.
Grace H. Potter, Nellie H. Cook,	3.00 "
Julia C. Gifford,	3.00 "
Lizzie M. Briggs,	3.00 "
Lillie C. Tillinghast,	3.00 "
C. T. Johnson,	3.00 ''
Ida F McAfee,	3.00 "
Mary J Graham,	3.00 "
Annie L. Burbank,	3.00 "
Ruth E. Howland,	3.00 "
Marion H. Swasey	3.00 "
Sarah E. Stoddard,	3.00 "
Kate Moore,	3.00 "
Gillian Gordon,	3.00 "
PARKER STRBET:	
Emma R. Wentworth,	6.00 "
Mary F. Wilde,	3.00 "
Emma D. Larrabee,	3.00 '·
Regina M. Paul,	3.00 "
Julia W Corish,	3.00 "
Sara L. Tallman,	3.00 "
Esther W. Paul,	3.00 "
Susan Butts,	3.00 "
MERRIMAC STREET:	
Mary A. Kane,	6.00 "
Harriet L. Cornell,	3.00 "
Sarah A. Kirwin,	3.00 "
Florence A. Poole,	3.00 "
Margaret Holmes,	3.00 "
Ruth E. Pease,	3.00
Lila D. Haney.	3.00 "
THOMPSON STREET:	
Joseph P. Kennedy,	6.00
Janet Hunter,	3.00 "
Kate K Whelden,	3.00 "
Annie M. King,	3.00 "
Helen Ring,	3.00 "
Belle Almy,	3.00 "

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SUPERINTENDENT'S REPORT.

Emma L. Gartland.	\$3.00 per we	ek
Fannie Spooner,	3.00 "	
Sophie T. Authony,	3.00 "	
Mary L. Rogers,	3.00 ***	
DAR GROVE STREET:		
Francis J. Heavens,	6.00 ''	
Helen McCoy,	3.00 "	
Annie G. Brawley,	3.00 "	
Nannie P. Slocum,	3.00 ''	
Myra S. Ashley,	3.00 ''	
Lillie McAfee,	3.00 "	
Mary R. Hinckley,	3.00 ''	
Dora A. DeWolf,	3.00 ''	
Flora E. Estes,	3.00 ''	
Lucia E. Bliss,	3.00 "	
Ruth A. Wilde,	3.00 "	
Jennie Gardner,	3.00 "	
Mary E. McAuliffe,	3.00 "	
Abby R. Johnson,	. 3.00 "	
Sarah Peckham,	3.00 "	
Anna I. Hathaway,	3.00 "	
E. Laycock,	3.00 "	

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GOOD READING

-FOR-

BOYS AND GIRLS.

List of Books Suitable for Youths of All Ages.

Prepared by George H. Tripp, Principal Middle Street Grammar School.

Animal Life by the Seashore. A. Heilprin	592H.36
Another Flock of Girls. Nora Perry	P425An.
Arabian Nights. E. E. Hale. Pub. by Ginn & Co	
Arctic Boat Journey. I. I. Hayes	2063
Arctic Explorations. E. K. Kane	1599
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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOOSTHER WITH THE

Superintendent's Annual Report,

FOR THE YEAR 1895.



NEW BEDFORD: Manders Presidence Company, Opt Printers. 1996.



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FOR THE YEAR 1895.

NEW BEDFORD:
MERCURY PUBLISHING COMPANY, CITY PRINTERS.
1896.

IN SCHOOL COMMITTEE,

January 2, 1896.

Voted, That the Secretary prepare the Annual Report of the School Board for the year 1895, and that 1,500 copies of the same be printed.

Report of the Secretary.

By direction of the School Committee, I submit to our fellow citizens the following report for the year 1895:

STATISTICS.

I. POPULATION AND VALUATION.

The population of the city (census of 1880) was	26,875
The population of the city (census of 1890) was	40,705
The population of the city (census of 1895) was	55,251
Valuation of taxable property (1895) was	\$ 52,642,733

II. SCHOOL CENSUS.

School census, May, 1894 (children between five and fifte	en
years of age),	9,665
School census, May, 1895 (children between five and fifte	en
years of age),	10,076
Increase during the year (children between five and fifte	en
years of age),	411

SCHOOL CENSUS BY WARDS.

	1894.	1895.	
Ward One,	3,428	3,645	217 increase.
Ward Two,	727	737	10 increase.
Ward Three,	726	742	16 increase.
Ward Four,	509	503	6 decrease.
Ward Five,	849	838	11 decrease.
Ward Six,	3,426	3,611	195 increase.
	9,665	10,076	

LOCATION OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE
AS REPORTED BY THE CENSUS OFFICERS.

	Attending Public Schools.	Attending Parochial or Private Schools.	Attending no School.
Ward One,	1,433	1,548	664
Ward Two,	486	153	98
Ward Three,	ā 9 ā	73	74
Ward Four,	422	28	53
Ward Five,	593	172	73
Ward Six,	2,312	719	580
	5,841	2,693	1,542

REMARKS UPON POPULATION AND SCHOOL CENSUS.

The census reports show that the population of the city has increased over 100 per cent. during the past fifteen years, and 35 and a fraction per cent. during the past five years. The school population has increased in a still greater ratio. This increase has been provided for partly by the public schools, partly by the parochial schools, all of the latter having been opened during this period.

The school census reports for 1895 show an increase of 411 children between the ages of five and fifteen from May 1894 to May 1895. This is 212 more than the increase from May 1893 to May 1894, which, owing to the great business depression for that time, was less than for some years. Since May, 1895, I have good reasons for believing that the increase has been greater even than for the corresponding months of the year next preceding.

The reports show also that there were many more children between the ages of five and fifteen who were not attending any school at the time the census was taken than was shown by the reports of the previous year. This was wholly due I think to the great business depression in the mill industry during the year 1893-4. The schools in an industrial city of this character feel the business pulse very quickly. A shutting down of the mills or a reduction in

30

product is usually followed by a temporary increase in the school attendance; but a revival of business is followed by a withdrawal, not only of those who have temporarily returned, but of others who may help to swell the revenues of the family, the head of which is often in debt from previous loss of work.

A school census is valuable inasmuch as it furnishes data necessary for the State report, and gives data also for estimating the school accommodations which will be needed in the immediate future.

III. SCHOOL ORGANIZATION.

High, Training school for teachers, Grammar, Primary, Country, Mill,	1 1 5 12 4 2
IV. SCHOOL BUILDINGS.	
Occupied by the schools,	21
ROOMS USED FOR SCHOOL PURPOSES (DAY SCHOOLS), HALLS AND RECITATION ROOMS.	INCLUDING
High, Training. Grammar, Primary, Mill, Country, Manual training. Rooms unoccupied, Total,	17 9 45 80 4 9 2 4 —

Rooms used for both day and evening schools,

Rooms used for evening drawing school,

SCHOOL REPORT.

V. SEATS.

	Seats occupied.	Seats unoccupied.
High school,	329	47
Grammar schools,	1,765	183
Primary schools,	3,547	346
Training school,	349	24
Mill schools,	173	3
Country schools,	213	87
Total,	6,376	690

VI. TEACHERS.

Whole number in service Dec. 20, 1895:

High school,	13
Training school, 8 regular, 9 pupil teachers,	17
Grammar schools,	42
Primary schools,	85
Country schools,	6
Mill schools,	4
Special teachers,	7
Temporary assistants,	3
Evening schools,	65
Total,	242

VII. PUPILS.

DAY SCHOOLS, 1895.

Whole number of pupils enrolled of all ages,	7,860
Average number of pupils belonging,	6,004.9
Average daily attendance,	5,542.4
Per cent. of attendance,	92.:
Number of half-days absence,	179,164
Number cases of tardiness,	16,003
Number cases of dismissal,	38,184
Number cases of truancy reported by teachers,	295
Number cases of corporal punishment,	1,029
Number cases of suspension,	. 7
Half days absence of teachers,	1,497
Number cases of tardiness by teachers,	188
Number visits made the schools by the Superintendent,	582
Number visits made the schools by the School Committee,	922
Number visits made the schools by parents and others,	2,996

EVENING SCHOOLS, 1895.

Whole number pupils enrolled,	2,725
Average number belonging,	1,069.
Average nightly attendance.	849.6
Per cent. of attendance,	79.4
Total nights absence,	8,686
Number of cases tardiness,	524
Number visits by Superintendent,	7
Number visits by School Committee,	144

EVENING DRAWING SCHOOL, 1895.

Whole number pupils enrolled,	153
Average number belonging,	73.2
Average nightly attendance,	58.2
Per cent. of attendance,	78.9
Number visits made by the Superintendent,	4
Number visits made by School Committee,	-

COST OF INSTRUCTION PER SCHOLAR BY SCHOOLS.

In this connection the cost of instruction per scholar is based upon the average number belonging to each school during the year, and the amount expended for hire of teachers, fuel, care of school houses, books and supplies (except those furnished from the income of the Sylvia Ann Howland fund), the term "care of school houses" including only the salaries of janitors.

Elsewhere in the report is given the cost, by departments, of each pupil, based on the average number belonging and the total amount expended for the maintenance of each department during the year. This last computation furnishes the basis upon which tuition of non-residents will be collected.

TABLE I. This table is computed, as in former Reports, on the items classified above.

The cost of maintenance of each pupil in the High school for the year has been

SCHOOL REPORT.

Grammar department:	
Fifth Street,	25.96
Middle Street,	29.62
Parker Street,	25.28
Thompson Street,	22.43
Cedar Grove Street,	22.03
Harrington Training,	36.98
Primary department:	
Harrington Training,	22.76
Acushnet Avenue,	17.13
I. W. Benjamin,	16.73
Cedar Street,	23.51
Cedar Grove Street,	17.15
Cannonville,	22.74
Dartmouth Street,	19.60
Thomas A. Greene,	20.26
Sylvia Ann Howland,	23.12
Linden Street,	16.48
Merrimac Street,	21.18
Maxfield Street,	29.01
Thompson Street,	17.40
Ungraded schools:	
Acushnet,	35.57
Clark's Point,	24.97
North,	29.67
Rockdale,	34.53
North Mill,	32.56
South Mill,	21.62
Evening schools:	
Cedar Grove Street,	4.85
Fifth Street,	4.56
Merrimac Street,	4.92
Parker Street,	8.19
Thompson Street,	4.11
Evening Drawing,	11.32
The average cost of a	
Grammar school pupil was	26.46
Primary school pupil was	18.98

Ungraded school pupil was	\$ 31.9 4
Mill school pupil was,	26.17
Elementary evening school pupil was	4.85
Evening drawing school pupil was	11.32
The average cost of a day school pupil was	23.82

TABLE II. The average cost per pupil by departments, based on the average number belonging and the total expenditures for each department, was as follows:—

High school,	64.26
Grammar schools,	27.50
Primary schools,	20.32
Ungraded schools,	35.31
Evening elementary schools,	4.85
Evening drawing school,	11.32
Average cost of a day school pupil,	25.39
Average cost of an evening school pupil, including draw-	
ing school,	.53

RECEIPTS AND EXPENDITURES FOR 1895.

RECEIPTS.

General and special appropriations as follows:

For teachers' salaries,	\$108,800.00
Incidentals (including salaries of officers and janitors,	
books, supplies, etc.),	40,300.00
Repairs of buildings,	10,500.00
Balance of manual training school appropriation,	235.46
	\$159,835.46

EXPENDITURES.

For teachers' salaries:

Day schools,	\$ 104,239.51	•
Evening schools,	4,215,50	8108,455.01

For incidentals:

Salaries of officers, including truant officers and mes-	
senger,	5,711.46
Salaries of janitors, day and evening schools,	11,906.66
Books and supplies,	5,639.77

Heating apparatus,		\$ 2,252.34
Lighting schools,		1,004.30
Fuel for schools,		7,139.67
Cooking school,		181.12
Manual training school,		280.87
Miscellaneous, (including rent of school con	unittee rooms	
and other rooms used for school purpose	s, janitor sup-	•
plies, school furniture, etc.),	,,	7,876.23
For repairs of buildings,		9,377.87
		\$159 ,825.30
Summary:		
Receipts,	\$ 159,835.46	
Expenditures,	159,825.30	
Balance,	\$ 10.16	
DOG FUND.		
Balance, Jan. 1, 1895,	\$ 3,632.20	
Received, Feb., 1895,	1,220.93	\$4, 853.13
Expenditures for 1895,		1,130.25
		\$ 3,722.88
Received from non-resident pupils,		8759.55
Received from sale of books and supplies,		13.00
		\$ 772.55

The amount asked for at the beginning of the year by the School Department was \$154,500; the amount expended was \$159,825.30. The difference of \$5,325.30 was granted in special appropriations by the City Council.

This large increase over the amount requested should, perhaps, be explained. \$3,700 was expended in extraordinary repairs and renewals of heating apparatus. \$1,500 of it was expended on the heating apparatus of the I. W. Benjamin school. The heating apparatus in this building was far from adequate when it was turned over to the School Committee. A small additional boiler was put in the first winter that the building was occupied, part of the expense for which was paid for by the heating contractor, part by the city; but the building was not then

heated. Even now with the large additional facilities, it is difficult to keep all the rooms at a proper temperature in extreme weather. The fault lies in the original plan. And it is too often the case that the School Department is compelled to supplement the heating apparatus of a school building soon after it is delivered to it. The other large items for heating were for renewals of boiler in Cedar Street and furnaces in Maxfield Street school houses. The balance of the exceeded appropriation was spent chiefly in rent for buildings hired for school purposes and in fitting and furnishing them. School houses are not built fast enough to accommodate the growing school population. This temporary renting of buildings for school purposes is not economical, nor are the pupils properly provided for when the best possible arrangement is made by the School Department.

SYLVIA ANN HOWLAND EDUCATIONAL FUND.

Balance of income on hand, Jan. 1, 1895,	\$17.00
Interest for the year,	3,000.00
Received from sale of supplies,	17.68
	\$ 3,034.68
Expenditures for the year,	2,783.37
Balance Jan. 1, 1896,	\$2 51.31
Cost of books and supplies during 1895,	\$2 ,783.37
Cost of books and supplies in stock Jan. 1, 1895,	265.94
	\$3,049.31
Cost of books and supplies charged to schools, 1895,	\$ 2,840.55
Cost of books and supplies in stock Jan. 1, 1896,	190.90
Cash receipts from sale of supplies,	17.86
	\$3,049.31

Disbursements to the several schools, and otherwise, are as follows:—

High school,	\$336.25
Fifth Street Grammar school,	133.36
Middle Street Grammar school,	187.25
Parker Street Grammar school,	286.76
Thompson Street school,	135.80
Harrington Training school,	228.26
Acushnet Avenue Primary school,	103.01
I. W. Benjamin Primary school,	128.54
Cedar Grove Street school,	236.5 0
Cedar Street Primary school,	52.07
Cannonville Primary school,	24.38
Dartmouth Street Primary school,	71.12
Thomas A. Greene Primary school,	94.89
S. A. Howland Primary school,	39.6 8
Linden Street Primary school,	52.73
Merrimac Street Primary school,	79.60
Maxfield Street Primary school,	21.77
Acushnet school,	34.10
Clark's Point school,	26.04
North school,	80.68
Plainville school,	1.56
Rockdale school,	13.90
North Mill school,	39.21
South Mill school,	4.82
Hacienda building,	.75
Office,	.75
Care of musical instruments,	351.00
Express and freight,	12.68
Pedagogical library,	12.38
Covering books,	6.65
Miscellaneous supplies,	44.06
Cash sales,	17.68
Stock on hand Jan. 1, 1896,	190.90
	\$3,049.31

DETAILED STATEMENT.

Outlay by the School Committee from the income of the Sylvia Ann Howland fund, from Jan. 1, 1895, to Jan. 1, 1896:—

BOOKS AND PERIODCALS.

American Book Co.,	\$ 57.53
Alpha Publishing Co.,	.80
Boston School Supply Co.,	78.02

SCHOOL REPORT.

	\$25.00	
r, T. H. & Co.,	7.87	
, Mead & Co.,	99.00	
ational Publishing Co.,	70.15	
•	168.20	
,	28.41	
•	48.04	
	59.95	
ı, William E.,	8.50	
er & Bros.,	8.33	
, Harry C.,	2.00	
ler, C. A. & Co.,	16.85	
	12.07	
,	28.22	
man, Green & Co.,	7.07	
Society for Prevention of Cruelty to Animals,	1.00	
n, Perry & Co.,	157.80	
ee, Emma A.	1.34	
ard, Merrill & Co.,	27.00	
illan & Co.,	3.97	
ols, C. A. Co.,	30.00	
ım's Sous, G. P.	1.85	
r, John E. & Co.,	10.84	
r Educational Co.,	.93	
ell Publishing Co.,	1.60	
, Burdett & Co.,	62.57	
iers, Charles & Sons,	21.93	
, Robert W.	64.40	
rsity Publishing Co.,	32.29	
, Wm. & Co.,	7.50	\$ 1,353.03

PEDAGOGICAL LIBRARY.

ican Book Co.,	\$.90	
en, C. W.,	1.51	
& Co.,	2.08	
gg, E. L. & Co.,	2.34	
ners, Sons, Charles	4.80	\$11.6 3

MUSIC DEPARTMENT.

& Company,	\$ 380.55	
es, John C. & Co.,	13.50	
ı, D. C. & Co.,	16.34	
e, George	418.00	\$ 828.39

SCHOOL REPORT.

BINDING AND COVERING BOOKS.

Briggs & Lawrence,	8 .30	
Collins, Williston H. & Co.,	44.97	
Gibbs, Elizabeth H.	4.65	
Holden Patent Book Cover Co.,	. 117.76	
Hatch, William E.	2.00	\$ 169.68
PRIMARY DEPARTMENT.		
Briggs & Lawrence,	8 .50	
Dennison Manufacturing Co.,	29.40	
Perry, George S. & Co.,	91.68	\$1 >2 7
APPARATUS.		
Almy, James T. estate of	\$5.00	
Bliss & Nye,	.25	
Eimer & Amend,	46.72	
Hutchinson, H. S. & Co.,	1.50	
Library Bureau,	1.50	
Nuttall, James II.	1.10	
Perry, Frank B.	15.00	
Ritchie, E. S. & Sons,	19.10	
Sherman, C. R. & Son,	2.50	
Smith, Carleton Iron Co.,	16.85	
Stanley, N. A.	.50	\$110
EXPRESS AND FREIGHT.		
Gray, Charles A.	\$2.58	
Hatch & Co.,	4.35	
Jennings, William A.	5.75	\$ 12
MISCELLANEOUS.		
Allen, Asa L. H.	\$7.50	
Boston School Supply Co.,	23.00	
Caproni, P. P. & Bro.,	11.00	
Crowell, Miss E. N.	17.95	
Heath, D. C. & Co.,	14.92	
Hammett, J. L.	34.00	
Hutchinson, H. S. & Co.,	1.00	
Hillman, Washburn & Co.,	2.12	
Mercury Publishing Co.,	.97	
McAllister, T. H.	11.60	
Nuttall, James II.	.90	
Taber, Charles & Co.,	16.40	
Western Publishing House,	35.00	\$ 176.3

TEXT-BOOKS AND SUPPLIES.

STATEMENT.

Cost of books and supplies purchased during 1895, Cost of books and supplies in stock Jan. 1, 1895,	\$ 5,639.77 1,049.68
	\$6,689.45
Cost of books and supplies charged to schools in 1895,	\$ 4,898.13
Cost of books and supplies in stock Jan. 1, 1896,	1,778.32
Cash receipts from the sale of books and supplies,	13.00
	\$6,689.45

The cost in detail of books and supplies furnished the several schools for the year 1895 is as follows:—

	Supplies.	Books.	Total.
High school,	\$ 610.01	\$ 477.03	\$1,087.04
Fifth Street Grammar school,	251.51	166.26	417.77
Middle Street Grammar school,	244.98	210.37	455.35
Parker Street Grammar school,	263.52	311.17	574.69
Thompson Street Grammar school,	196.09	123.69	319.78
Cedar Grove Street Grammar school,	29.07	22.13	51.20
Acushnet Avenue Primary school.	94.93	65.69	160.62
I. W. Benjamin Primary school,	118.54	76.51	195.05
Cedar Street Primary school,	75.48	20.25	95.73
Cedar Grove Street Primary school,	191.51	130.66	322.17
Cannonville Primary school,	28.40	8.31	36.71
Dartmouth Street Primary school,	80.30	61.74	142.04
Thomas A. Greene Primary school,	75.49	33.26	108.75
S. A. Howland Primary school,	52.28	26.20	78.48
Linden Street Primary school,	57.29	33.89	91.18
Merrimac Street Primary school,	56.48	48.47	104.95
Maxfield Street Primary school,	34.19	17.47	51.66
Harrington Training school,	142.23	84.66	226.89
North Mill school,	14.45	25.41	39.86
South Mill school,	6.32	19.35	25.67
Acushnet school,	22.49	26.54	49.03
Clark's Point school,	13.85	20.32	34.17
North school,	19.47	22.06	41.53
Plainville school,	.69	2.99	3.68
Rockdale school,	11.35	5.02	16.37

Cedar Grove Street Evening school, Parker Street Evening school,	Supplies. \$2. 16 .14	Books. \$19.12	Total. \$2.1 6 19.26
Fifth Street Evening school,	4.36	3.76	8.12
Merrimac Street Evening school,	4.22	8.47	12.69
Thompson Street Evening school,	7.85	31.49	39.34
Evening Drawing school,	86.19		86.19
	\$2,795.84	\$2 ,102.29	84, 898.13

The average cost per pupil in the different departments of the schools, for books and supplies, has been as follows:—

High school,	\$ 3.37
Grammar schools,	1.11
Primary schools,	.37
Country schools,	.77
Mill schools,	.50
Average for day schools.	.75
Average for evening schools,	.08
Average for evening drawing school.	1.18

THE INCREASING COST OF THE SCHOOLS.

The schools cost \$0.02 per pupil less than for the year 1894. This decrease was entirely in the primary department, for the High, grammar, and country schools cost more per pupil. This means an average of more pupils in these grades to a teacher, and was a saving where it was least desirable. But reviewing the cost of the schools during the past decade it will be seen that they have increased considerably in the cost per pupil, and it may be well to show why this is so, and whether the increased expenditure is justified.

The reason why the schools are costing more than they did per pupil ten years ago, may be summarized in a nutshell; they are providing better for the welfare of the pupils both physically and mentally, and are giving them special advantages not offered them then. One has but

to recall many of the school houses in the city ten years ago, and compare them with the present quarters of the children of those districts to realize the change for the better; but these modern school houses with their better heating, lighting and ventilating facilities cost much more to run and care for than did the old.

Again, better salaries are paid the teachers than were paid ten years ago; an increase has been made in every department, and the good teacher is insufficiently paid now in most cases. Better trained teachers, furnished principally by our Normal and Training school, are now provided for the schools as vacancies exist. The schools are not permitted to be crowded as they were in the past to the detriment of the pupils both physically and mentally; this means more school rooms, more teachers, more expenditure in several other directions. But what citizen would not say that forty or fifty pupils were enough for any one teacher to control and instruct; either number is too many. Formerly it was not unusual to find sixty or seventy in charge of a teacher, and housed in miserably ventilated rooms.

These are some of the reasons why the schools not only of New Bedford, but of all our cities and towns are costing more to-day than they did some years ago. It is as reasonable for one to say that private enterprise should not build buildings in the city like the Merchants' Bank building, and the Masonic building, and the Standard building, as to say that the city should not build the school houses of the present, because those of the old type were good enough for the past generations and should be good enough for this. It would be as reasonable to say that commerce and manufactures should be carried on in the same manner as was done years ago as to say that the schools should be administered in the same way as they were years ago. "The luxuries of the past

are the necessities of the present." I know not who said this, but it is true. Modern life is expensive; so is the modern school; but modern life offers more to every man and woman than the old; so does the modern school offer more to every pupil.

Comparisons are sometimes valuable, and to show that our schools are not costing an excessive amount when compared with the cost in a number of progressive cities throughout the country of about our population, a few larger and a few smaller, I submit a table which was compiled by the Superintendent of schools of Utica, N. Y., and was based on the expenditures in those schools for the year 1894.

COMPARATIVE COST OF SCHOOLS.

	Cost per pupit per year, based on average daily attendance.	
	For supervision and teaching.	For all expenses
Des Moines, Iowa,	8 24.17	\$3 5.99
Portland, Oregon,	24.47	30.03
Worcester, Mass.,	19.79	28.34
Troy, N. Y.,	23.90	29.17
Albany, N. Y.,	18.00	23.93
Springfield, Mass.,	24,66	39.13
Bridgeport, Conn.,	14.90	21.52
New Haven, Conn.,	22.19	31.25
Newburgh, N. Y.,	18.77	29.11
Syracuse, N. Y.,	14.88	23.17
Rochester, N. Y.,	19.04	26.71
Lowell, Mass.,	23.11	29.27
Duluth, Minn.,	20.54	36.58
Yonkers, N. Y.,	22.21	44.88
Hartford, Conn.,	26.58	38.68
Average for fifteen cities,	\$21.15	\$ 31.18
New Bedford,	19.83	27.51

It is not to be expected that the schools will cost less each year. They are likely to cost more, pro rata, for some years yet. There must be a limit of course; but that has not yet been reached. And it is one of the most hopeful signs of the times, that the people want good schools, and, when it comes to the test, are willing to pay for them.

PRESENT SCHOOL ACCOMMODATIONS AND NEEDS.

Seven classes comprising over 300 pupils are now housed in rented buildings. Six of these are in the north part of the city, and one in the south part. It will be necessary to place several other classes in the south part in rented quarters before relief can be provided by the City Government in that district even with prompt action. Two eight-room buildings are now in process of construction, which, when completed, will provide ample accommodation for the present surplus of pupils in the north section of the city, and also provide for some future increase. One of these buildings is situated on Clark street, between Myrtle and Reynolds street. This building is roofed in and may be ready for occupancy by May, but may not be ready before September. The other is located on the corner of Bowditch street and Phillips avenue. The foundation of this is in, and it is hoped that this also may be ready for occupancy by September.

The Committee on City Property has recommended the purchase of a lot on Dartmouth street between Dunbar lane and contemplated street, upon which to erect a primary building. The matter is now before the City Council, and it is to be hoped that that body will act promptly in purchasing it and erecting a suitable building thereon.

The lot meets the approval of the School Committee, and is a most desirable one. The school accommodations in other parts of the city are now adequate to the needs of the department in most cases. It will be necessary to

finish a room in the third story of the Silvia Ann Howland school to accommodate the overflow of pupils in the first grade, which occurs regularly at the beginning of the winter term. The City Council has already been requested to grant an appropriation for that purpose. Last year the overflow was assigned to the disused William Street school. But many parents objected strenuously to sending their children there, and a number did not.

The rapid growth of the city taxes the School Department to provide each year for the yearly increase in the number of pupils. Only prompt action on the part of each City Council will enable the Department to provide such school accommodations as each pupil who is of school age is entitled.

Respectfully submitted,

WILLIAM E. HATCH, Secretary.

SCHOOL REPORT.

NEW BEDFORD HIGH SCHOOL GRADUATING EXERCISES

HELD IN THE OPERA HOUSE

June 28, 1895.

OPERATIC SELECTION, "Paul Jones," ORCHESTRA.

Moses

PRAYER,

By the REV. EDMUND S. ROUSMANIERE.

SALUTATORY AND ESSAY, "Success."

MAUD METCALF.

SONG, "Battle On,"

Arr. from "Joan of Arc," by Irving Emerson

ORATION, "The Value of Education."

CHARLES AUSTIN BONNEY, JR.*

CORNET SOLO, "Leonore."

Trotere

MR. CHARLES MATTHEWS.

ESSAY, "The Heir of all the Ages."

Jessie Belle Flagg.*

SONG, "Anchored."

Arr. from M. Watson by G. A. Veazi

THIRD BOURNE PRIZE ESSAY, "Patriotism."
HABRISON EVERETT ASHLEY.

CONCERT WALTZ, "Toreador."

Royle

ORCHESTRA.

FIRST BOURNE PRIZE ESSAY, "The Old Fashioned Things of Earth."

LUCY SHERMAN CUSHING.

SONG, "Soldiers' Chorus." Gounod's "Faust," arr. by Irving Emerson

PRESENTATION OF DIPLOMAS, WITH ADDRESS BY HIS HONOR MAYOR PARKER.

^{*}The Class elect the Class Orator and the Class Essayist.

[†]In Mr. Ashley's absence on account of College Examinations his essay was given by Ne!son Allen Wood.

CLASS SONG.

Words by Maude Worth Allen. Music by Helen Louise Hatch.

Summer skies and sweetest flowers Will not ever smile and bloom; Birds not always sing their clearest, Winds not always waft perfume.

Chorus.

Through our trials we shall triumph; We shall gain the long sought goal, Find there glory yet more glorious, Since 'twas won with steadfast soul.

So when skies begin to lower, Flowers fade, and soft winds fly, We will press more bravely onward, Ever strive for triumph high.

Though our fate may seem against us, Friends grow cold and foes increase, Yet with help of God we'll conquer, God will give his children peace.

When at last our struggle's over, When for us the conflict's done, Sweeter far will be our glory Singe through trials it was won.

SECOND BOURNE PRIZE ESSAY AND VALEDICTORY, "Aladdin's Lamp—If I had it."

HARRIET SHAW ASHLEY.

MARCH, "Honeymoon,"

Rosey

ORCHESTRA.

GRADUATES, CLASS OF '95.

"Per Augusta ad Augusta.

Harrison Everett Ashley, Charles Austin Bonney, Jr., Harold Sanford Bowie, William Sanders Bradford, William Henry Chase, Richmond Gordon, Benjamin Franklin Haines, Joseph Buckminster Holmes, Frank Warren Knowlton, Ralph Wilder Nesbitt, Walter Hale Paige, -John William Riley, Frank Everett Washburn, Albert Roscoe White, Albert Tisdale Wilde, Nelson Allen Wood,

Elizabeth May Allen,
Maude Worth Allen,
Florence Morgan Anthony,
Harriet Shaw Ashley,
Ada Swasey Blake,
Edith Gardner Bliss,
Florence Ellen Bliss,
Mabel Mitchell Bliss,
Estelle Clinton Bolles,
Charlotte Belle Brightman,
Dawn Hamilton Brownell,
Mary Prescott Brownell,
Clara Heronia Carney,
Emma Phillips Cole,

Helen Kollock Covell, Lucy Sherman Cushing, Cecilia Agnes Deane, Elizabeth Esther Duchenay, Jessie Belle Flagg, Jeannette Belle Fuller, Nellie Elthea Gibson, Melvetta Gertrude Harding, Susan Frances Haskins, Helen Louise Hatch, Maria Holcomb, Florence Annie Howland, Jane Terry Ingraham, Carolyn Sanford Jones, Elizabeth May Kenyon, Abby Almy Knowlton, Marie Whitridge Macomber, Annie Cook Manchester, Maud Metcalf, Mary Fox Moore, Lillie May Moulton, Clara Watson Phinney, Abbie Durfee Sherman, Clara Eliza Sherman, Bertha Louisa Sisson, Mabel Wing Smith, Lottie Francis Sturtevant, Delia Francis Tripp, Bessie Louise Twiss, Grace Evelyn Wilson.

RECIPIENTS OF CERTIFICATES.

LUCY GARDNER,

ANNIE FLORENCE MOSHER.

IN SCHOOL COMMITTEE, January 2, 1896.

Resolved, That the thanks of the Committee are due and are hereby tendered to His Honor, Mayor Parker, for the courteous manner in which he has presided over the deliberations of the Board during the past year.

Resolved, That the thanks of the Board are hereby tendered to the Secretary for his promptness and courtesy in the discharge of his duties.

Resolved. That the thanks of this Board be and they are hereby tendered the Vice Chairman, F. A. Milliken, for the faithful and impartial manner in which he has performed the duties of his office.

NEW BEDFORD PUBLIC SCHOOLS. RATES OF TUITION FOR NON-RESIDENT PUPILS, 1896.

	First Term.	Second Term.	Third Term.	
High school,	819.28	819.28	825.70	864.26
Grammar schools,	8.25	8.25	11.00	27.50
Primary schools,	6.10	6.10	8.13	20.32
Ungraded schools,	10.60	10.60	14.11	35.31
Evening Drawing school,		ļ		11.32

4

RULES GOVERNING TEACHERS' SALARIES.

	Maximu	m. Minimum.
Principal of High school,	\$ 2,750	
Sub-master of High school,	1,600	
Science teacher of High school,	1,600	
Lady assistants of High school,	900	\$ 650
Military instructor of High school,	300	
Principals of Grammar schools,	1,900	
Principals' Assistant of Grammar schools	, 675	
Assistants of Grammar schools,	600	425
Principals of Primary schools,	600 to 875	
Assistants of Primary schools,	550	375
Principal of Training school,	1,500	
Vice-Principal of Training school,	1,200	
Senior in Training school,	4	per week.
Ungraded schools.	525 to 700	
Principals of Evening schools,	3.50 to 4.50	per night.
Assistants of Evening schools,	1.50	per night.
Supervisor of drawing,	1,300	
Teacher of drawing in High school and		
assistant teacher in elementary grades,	800	
Supervisor of music.	1,900	
Teacher of sewing,	600	
Assistants at the rate of	525	
Cooking teacher,	600	
Manual training teacher,	1,200	

The salary of a Primary School Principal of a four-room building is \$600 per year which is increased at the rate of \$25 for each additional room.

The salaries of assistant teachers in the High school are increased at the rate of \$50 per year until the maximum is reached.

The minimum yearly salary of a Grammar school assistant is fixed at \$425, and the yearly advance is \$25 per year until a yearly salary of \$500 is reached; the annual increase is then \$50 per annum until the maximum (\$600) is reached. Principals' assistants only are paid \$675.

The minimum yearly salary of a Primary school assistant is fixed at \$375, and the yearly advance is \$25 per year until a yearly salary of \$450 is reached; the annual increase is then \$50 per annum until the maximum (\$550) is reached.

DEPARTMENT OF PUBLIC SCHOOLS.

BRIEF DESCRIPTION OF THE SCHOOLHOUSES, WITH THEIR ACCOMMODATIONS AND CONDITIONS.

SCHOOLS.	Named for.	Material.	Number of Stories. No. of School Kooms. No. of Recitation Rooms. No. of Assembly Halls.	No. of Seats. CONDITION.
1 Acushnet. 2 Acushnet. 3 I. W. Benjamin. 4 Cedar. 5 Cedar Grove. 6 Cannonville. 7 Clark's Point. 8 Dartmouth. 9 Fifth. 10 Thomas A. Greene. 11 High. 12 Harrington Memorial. 13 Sylvia Ann Howland. 14 Linden. 15 Middle. 16 Merrimac. 17. Maxfield. 18 North. 19 Parker. 20, Plainville. 21. Rockdale. 22 Thompson. 23 William. 34 Clark. 25 Phillips.	(Avenue.) (Location.) Isaac W. Benjamin. (Street.) (Street.) (Location.) (Street.) (Street.) Thomas A. Greene. Grades.) Henry F. Harrington. Sylvia Ann Howland. (Street.) (Street.) (Street.) (Location.) (Street.) (Location.) (Street.) (Location.) (Street.) (Street.) (Location.) (Street.) (Street.) (Street.) (Street.) (Avenue.)	Brick. Wood. Brick. Wood. Brick. Wood. Wood. Brick. Brick. Brick. Brick. Brick. Brick. Brick. Brick. Wood. Brick. Wood. Brick. Wood. Brick.	2 10 2 3 3 12 2 6 3 15 2 2 1 1 2 8 3 10 3 8 10 3 8 1 1 3 8 1 1 3 8 1 1 2 4 3 10 3 10 1 3 10 1 3 10 2 4 3 10 3 10 3 10 3 10 3 10 3 10 3 10 3 10	490 Good. 114 Good. 536 Good. 287 Good. 88 Fair. 35 Fair. 392 Good. 490 Good. 385 Good. 385 Good. 214 Good.

CALENDAR, 1896.

Winter term begins Jan. 6, 1896; ends March 27, 1896. Summer term begins April 6, 1896; ends June 26, 1896. Fall term begins Sept. 8, 1896; ends Dec. 18, 1896.

VACATIONS.

March 28, 1896, to April 6, 1896. June 27, 1896, to Sept. 1, 1896. Dec. 18, 1896, to Jan. 4, 1897.

HOLIDAYS.

Every Saturday; Washington's Birthday; Patriot's Day; Memorial Day; from Wednesday noon before Thanksgiving the remainder of the week.

SCHOOL SESSIONS.

Grammar, Manual Training and Mill schools: From March 1 to November 1, 9 A. M. to 11.45 A. M., 1.45 P. M. to 4 P. M.; from November 1, to March 1, 9 A. M. to 11.45 A. M., 1.30 P. M. to 3.45 P. M.

Primary schools: From March 1 to November 1, 9 A. M. to 12 M., 2 P. M. to 4 P. M.; from November 1 to March 1, 9 A. M. to 11.40 A. M. without recess, 1.30 P. M. to 3.30 p. m.

High school: 8.30 A. M. to 1.30 P. M., during the whole year.

Country schools: Sessions as prescribed by the Committee on Ungraded schools, subject to the approval of the Board.

The signal for no-session is two strokes of the fire alarm once rerepeated (2-2).

When given at 8.15 A. M. the morning session shall be omitted. When given at 12.45 P. M. the afternoon session shall be omitted.

This regulation does not apply to the High school or to the ungraded schools except those designated by the Board.

The no-session signal on stormy days shall not apply to the sessions of the Manual Training or the Cooking schools; and pupils attending those schools shall not be excused for non-attendance upon them on account of the no-session signal.

DEPARTMENT OF PUBLIC SCHOOLS.

EVENING SCHOOLS. REPORT FOR YEAR BEGINNING JANUARY 8, ENDING DECEMBER 20, 1895.

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DEPARTMENT OF PUBLIC SCHOOLS.

REPORT FOR YEAR BEGINNING JANUARY 8, 1895, AND ENDING DECEMBER 20, 1895.

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AVERAGE AGE OF PUPILS IN VARIOUS GRADES.

HIGH SCHOOL.

Senior	Sub-Se	nior	Jui	ilor	Sub-J	unlor	A V &	rage ge
Yrs. Mos.	Yrs. M	los.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.
18 1	17	4	16	3	15	5	16	9

GRAMMAR DEPARTMENT.

SCHOOL.		fth ear		xth ear		enth ear		ghth e ar		nth ear	Av'a	ge nge
	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Мов	Yrs.	Mos.
Fifth Street.	11	9	11	10	13	3	13	8	14	9	13	
Middle Street.	11	7	12	4	13	3	14	1	14	8	13	4
Parker Street.	11	5	12	3	13		13	9	14	7	13	
Thompson Street.	11	7	12	8	, 13	2	1		1		12	5
Cedar Grove Street.	12	1	12	7			l .		1		12	4
Harrington Memorial.	11	6	12		!		1		ļ		11	9
Average age by grades	11	71	12	3	, 13	2	13	10	14	8	12	7

AVERAGE AGE OF PUPILS IN VARIOUS GRADES.

PRIMARY DEPARTMENT.

SCHOOL.		rst · car		cond ear		aird ear		urth ear		ge age
	Yrs.	Mos.	Yrs	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.
shnet Avenue.	7	5	9	3	10	5	10	8	9	5
. Benjamin.	: 6	10	8	51	9		10	101	8	91
ar Grove Street.	; 8		9	5	11	7	12	2	10	31
ar Street.	6	4	8	1	9	9	10	4	8	7 [
nonville.	6	10	7	10	9	5	10	8	8	4
tmouth Street.	7		×	10	9	*	10	34	- 8	11
mas A. Greene.	7	8	8	7	9	6	10	10	9	14
. Howland.	6	10	8	10	9	8	10	10	9	Ĺ
rington Memorial.	6	4	8	9	9	4	10	1	8	7Ĭ
len Street.	7	6	7	11	9	9	10	8	8	11[
rimac Street.	6	9	9	2	9	1	11	2	9	Ţ
:field Street.	6	8	8	2	9	5	10	2	8	8~
mpson Street.	7		8	3				- 1	7	71
rerage age by grades.	7		8	71	9	84	10	8	8	10

UNGRADED SCHOOLS.

		mmar rtment		nary rtment	Avera by so	ge age
	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.
Acushnet School. Clark's Point School. Rock!ale School. North School.	12 12 12 12 12	101 41 8	8 7 7 7	51 81 2	10 10 9	8
North Mill School. South Mill School.	13		•		13 14	10
Av. age by departments.	12		7	7	11	8

PAROCHIAL AND PRIVATE SCHOOLS.

REPORT FOR YEAR BEGINNING JANUARY 8, 1895, ENDIN DECEMBER 20, 1895.

Parochial Schools.	To enrol for y	lment	age num-	age daily	ent, of at-	r 5 years	r 6 years	een 6 and ars	een 8 and	ween 14 and years	cen 15 and	16 years
	Boys	Girls	Aver	Aver	Per c	Under	Under	Betw 8 ye	Betw 14 y	Betw 15 y	Betw 16 y	Over
St. Joseph's. St. Mary's. Sacred Heart. St. Hyacinth.	408 271 438 195	426 311 443 210	750 508 754 310	687 456 739 279	92 89 98 90	10	166 59 230 19	142 58	466 291 637 316	65 10 8 2	45 6 2	*
	1312	1390	2322	2161	93	10	474	200	1710	85	53	12
PRIVATE SCHOOLS.	138	138	203	177	87.	22	45	.9	89	21	19	33

TEXT-BOOKS USED IN THE HIGH SCHOOL.

SCIENCE.

Appleton's Young Chemist.
Remsen's Chemistry.
Allen's Laboratory Manual.
Dana's Geological Story Briefly Told.
Packard's Zoology.
Youman's Botany.
Apgar's Plant Analysis.
Avery's Natural Philosophy.
Gillet and Rolfe's Astronomy.
Physiography.
Mills' Realm of Nature.

GEOGRAPHY.

Guyot's Physical Geography.

PHYSIOLOGY AND HYGIENE.

Dalton's Physiology and Hygiene. Hutchinson's Physiology and Hygiene.

MATHEMATICS.

Robinson's Arithmetic, Part II.
Well's Academic Arithmetic.
Wentworth's School Algebra.
Wentworth's New Plane Geometry.
Wentworth's Plane and Solid Geometry.
Wentworth's Trigonometry.
Meservey's Bookkeeping.
Meservey's Bookkeeping Blanks.

HISTORY.

Barnes's History of Ancient Peoples. Swinton's Outlines World's History. Lancaster's History of England. Fiske's History of the United States. Martin's Civil Government.

ENGLISH.

D. J. Hill's Rhetoric and Composition. Whitney-Lockwood English Grammar. Lockwood's Lessons in English. Southworth & Goddard's Elements of English Grammar. Underwood's American Authors. Underwood's British Authors. Brook's English Literature. Dowden's Shakespeare. Monroe's Sixth Reader. Irving's Sketch Book. Longfellow's Evangeline. Scott's Lady of the Lake. Franklin's Autobiography. Bryant's Poems. Holmes's The Chambered Nautilus. Lowell's My Garden Acquaintance, The Vision of Sir Launfal. Macaulay's Lays of Ancient Rome. Shakespeare's Merchant of Venice, Midsummer Night's Dream. Addison's The Sir Roger de Coverley Papers.

Milton's Paradise Lost, Book I.
Shakespeare's As You Like It and Julius Cæsar.
Chaucer's Prologue to the Canterbury Tales.
Spenser's Faerie Queen, First Canto.
Shakespeare's Hamlet.
Webster's First Bunker Hill Oration.
Burke's On American Taxation.
Burke's On Conciliation with America.

Arthur.

GERMAN.

Tennyson's The Coming of Arthur, Elaine, Guinevere, The Passing of

Wenckebach's Deutsche Grammatik.
Harris's German Lessons.
Heness's Der Neue Leitfaden.
Grimm's Haus Märchen.
Goethe's Hermann and Dorothea.
Ahn Henn's German Rudiments.
Otto's German Grammar.
Eichendorf. Aus dem Leben Eines Taugenichts.
Riehl. Der Fluch der Schönheit.
Chamisso. Peter Schlemil.
Freytag. Aus dem Staat Friedrich's des Grossen.

Heine. Die Harzreise.

Goethe. Dichtung und Wahrheit, Hermann und Dorothea.

Lessing. Minna von Barnhelm.

Schiller. Wilhelm Tell, Das Glied von der Glocke.

Wenckebach. Lyrics and Ballads, Die Schönsten deutschen Lieder.

GREEK.

White's First Lessons in Greek.
Goodwin's Greek Grammar.
Jones's Greek Prose Composition.
Goodwin's Xenophon and Herodotus.
Boise's Homer's Iliad.
Autenrieth's Homeric Lexicon.
Crosby's Greek Lexicon.
Manatt's Xenophon Hellenica, Books I-IV.
Woodruff's Greek Prose Composition.
Perrin's Homer's Odyssey (for "Homer at Sight").
Harper's Xenophon's Anabasis (for "Xenophon at Sight").

LATIN.

Collar & Daniell's First Latin Book.
Jones's First Lessons in Latin.
Harkness's Latin Grammar.
Allen & Greenough's Cæsar.
Greenough's Virgil.
Harkness's Cicero.
Jones's Latin Prose Composition.
Lindsay's Nepos.
Kelsey's Selections from Ovid.
Harper's Virgil (for "Virgil at Sight").

FRENCH.

Van Daell's French Grammar.
Keetel's French Reader.
Roulier's First Book in French Composition.
Chardenal's French Course.
Hennequin's Idiomatic French.
Sauveur's Causeries avec mes Elèves.
Spiers & Surenne's French Dictionary.
Gréville. Dosia.
Bedollière. La Mère Michel.
Halèvy. Un Mariage d'Amour.

About. La Mère de la Marquise.

Labiche. Le Voyage de M. Perrichon.

Sand. La Mare au Diable.

Erckmann-Chatrian. Le Conscrit de 1813.

Daudet. Le Siège de Berlin, La Dernière Classe.

Mêrimée. Colomba.

De Vigny. Cinq Mars.

De Lamartine. Graziella.

Dumas. La Tulipe Noire.

Sandeau. Mademoiselle de la Seiglière.

Scribe et Legouve. Bataille de Dames.

Lamartine. Jeanne d'Arc.

La Fontaine. Fables, Books I and II.

Molière. L' Avare, Le Bourgeois Gentilhomme.

Cornèille. Le Cid, Horace.

Racine. Andromaque, Iphigénie.

SUPPLEMENTARY BOOKS USED IN THE HIGH SCHOOL.

Well's University Algebra.

Chauvenet's Geometry.

Walpole's Virgil, Book 1.

Sprague's Masterpieces in English Literature.

Scott's Poems.

Sprague's Paradise Lost, Books 1 and 2.

Hudson's Shakespeare, Vols, 1 and 2.

Rolfe's Childe Harold.

Collier's History of English Literature.

Lay of the Last Minstrel.

Vicar of Wakefield.

Shakespeare, by R. Grant White.

Martin's English Language.

Strang's Exercises in English.

Modern Classics:

Goldsmith, Cowper and Hemans.

Fouque and St. Pierre.

Byron and Hood.

Burns and Scott.

Fields and Hawthorne.

Holmes and Brown.

Howells.

Campbell and Rogers.

Carlyle, Lamb and Southey.

Wordsworth and Coleridge.

Dickens and Fields.

Whittier.

Hawthorne and Carlyle.

Thackeray's Essays on Swift, Congreve, and Steele.

Macaulay's Life and Writings of Addison.

The Four Georges, Thackeray.

Thackeray's Essays on Prior, Gay, Pope, Hogarth, Smollett, Fielding,

Sterne and Goldsmith.

Milton and Byron, Macaulay.

Sir Roger de Coverly, from Spectator.

Macaulay's Essay on Johnson.

Macaulay's Essays on Goldsmith, Bunyan and Madame D' Arblay.

Goldsmith's Plays.

Goldsmith's Poems.

Heath's German Dictionary.

Boisen's German Prose.

Wenckebach's Anschauung's Unterricht.

Johnson's Schiller's Ballads.

Sauveur's Contes Merveilleux.

Le Roi des Montagnes, About.

La Littérature Française Contemporaine, by Pylodet.

La Littérature Française Classique, Mennechet.

Emerson's Essays.

Swinton's Word Analysis.

Swinton's School Composition.

American Poems.

About Old Story Tellers.

Anderson's Historical Readers.

La Tour de la France.

Perry's Bible Manual.

Seaver & Walton's Metric System.

Sawyer's Metric System.

Model Etymology, Webb.

Stein's German Exercises.

Kellogg's Rhetoric.

Smith's Principia Latina.

Craik's English of Shakespeare, Julius Casar.

Jackson's Mathematical Geography.

Shaler's First Book in Geology.

Collar's Practical Latin Composition.

Gray's Lessons in Botany.

Earl of Chatham, Macaulay.

Courtship of Miles Standish.

Emerson's American Scholar.

Comus. Lodge's Mechanics. Hall & Bergen's Physics. The House of The Seven Gables. Fisk's Civil Government. Luquien's French Prose. The Abbott, by Scott. Whitney's The Essentials of English. Carhart & Chute's Physics. Appleton's School Physics. Macaulay's Essays-Milton and Addison. The Foundations of Rhetoric, by A. S. Hill. Irving's Tales of a Traveller. The Plague Year, by DeFoe. Arnold's Sohrab & Rustum. Scott's Woodstock. Silas Marner, George Eliot. Montgomery's Leading Facts of English History. Smith's Smaller History of Greece. Grav's Botany. Well's Geometry. Berlitz Methode für den deutschen Unterricht, Zweiter Theil. High School Choir. High School Music Reader.

TEXT-BOOKS USED IN THE GRAMMAR SCHOOLS.

Franklin New Third Reader. Franklin New Fourth Reader. Franklin New Fifth Reader. Franklin Sixth Reader. Bradbury's Eaton's Elementary Arithmetic. Bradbury's Eaton's Practical Arithmetic. Prince's Arithmetic, Part IV. Prince's Arithmetic, Part V. Prince's Arithmetic, Part VI. Seaver & Walton's Mental Arithmetic. Warren's Common School Geography. . . Harper's Introductory Geography. Worcester's School Dictionary. Barnes's History of the United States. Hyde's Language Lessons, Part I. Hyde's Language Lessons, Part II.

Hyde's Language Lessons, Advanced.
Harrington's Speller, Parts I and II.
May's Anatomy, Physiology and Hygiene.
Blaisdell's How To Keep Well.
Prang's Drawing Books.
Merrill's Vertical Writing Books.
Second National Music Reader.
Third National Music Reader.
Fourth National Music Reader.

SUPPLEMENTARY BOOKS USED IN THE GRAMMAR SCHOOLS.

Eggleston's First Book in American History. Higginson's History of the United States. Dickens' Child's History of England. Andersen's Historical Reader. Collier's British History. McKenzie's America. Ballou's Footprints of Travel. Sea Side and Way Side, Part II. Sea Side and Way Side, Part III. Child's Book of Nature, Parts I, II, III, IV. Choice Readings in Nature's Book. Johonnot's Geographical Reader. Scribner's Geographical Reader. Our World, Part I. Our World, Part II. Fables and Folk Stories. Kingsley's Water Babies. Riverside Series Nos. Tanglewood Tales. Grandfather's Chair. True Stories. Robinson Crusoe. Golden Book of Choice Readings. American Authors. Swinton's Book of Tales. Swinton's Supplementary Reader. Swinton's American Classics. Swinton's English Classics. Swiss Family Robinson. Washington Irving's Sketch Book. Lincoln's Gettysburg.

Arabian Nights. Vicar of Wakefield. King of the Golden River. Church's Old World Stories. Hans Brinker. Black Beauty. Little Men. Little Flower People. Little Lord Fauntleroy. Heroic Ballads. At the Back of the North Wind. Stories of Industry. Blue Jackets of 1776. Blue Jackets of 1812. Blue Jackets of 1861. World at Home, Europe. World at Home, The World. Peasant and Prince. Prince and Pauper. Quentin Durward. Whittier's Snow Bound. Glee and Chorus Book.

TEXT-BOOKS USED IN THE PRIMARY SCHOOLS.

Franklin New First Reader.
Franklin New Second Reader.
Franklin New Third Reader.
Harrington's Speller, Part I.
Prince's Arithmetic, Part II.
Prince's Arithmetic, Part III.
Prang's Drawing Books.
Merrill's Vertical Writing Books.
National Music Second Readers and Charts.

SUPPLEMENTARY BOOKS USED IN THE PRIMARY SCHOOLS.

Monroe's Primer. Monroe's First Reader. Monroe's Second Reader. Monroe's Third Reader. Parker & Marvel's First Book. Parker & Marvel's Second Book. Sheldon's Second Reader. Sheldon's Third Reader. Appleton's First Reader. Appleton's Second Reader. Appleton's Third Reader. Swinton's Second Reader. Swinton's Third Reader. Willson's First Reader. Willson's Second Reader. Willson's Third Reader. Butler's First Reader. Butler's Second Reader. Stickney's First Reader. Stickney's Second Reader, Holmes's First Reader. Holmes's Second Reader, Harper's First Reader. Harper's Second Reader. Normal Primer. Normal First Reader. Barnes's First Reader. Barnes's Second Reader. Barnes's Third Reader. Modern Second Reader. Cleveland's First Reader. Seven Little Sisters. Each and All. Andersen's Fairy Tales. King's Picturesque Geography. Seaside and Wayside, Part I. Baker's Young Folks' Geography. Fables and Folk Stories. Wood's Natural History First Reader. Wood's Natural History Second Reader. Wood's Natural History Third Reader. Heart of Oak Series, No. 1. Heart of Oak Series, No. 2. Verse and Prose for Beginners. Æsop's Fables, Vols. I. and II. Grimm's Fairy Tales. Legends of Norseland.

Riverside Primmer and First Reader.

PEDAGOGICAL LIBRARY.

Bo	ooks added during the year as follows:—	·
224	Trees of North Eastern America.	Charles S. Newhall.
225	Shrubs of North Eastern America.	Charles S. Newhall.
226	Human Body.	Martin.
227	Commissioners' Report on Manual Training.	
228	Report of the Committee of Ten.	
229	Talks on Pedagogics.	Col. Parker.
230	Talks on Pedagogics.	Col. Parker.
231	Talks on Pedagogics.	Col. Parker.
232	Outlines of Pedagogics.	Rein.
233	Mistakes in Teaching.	Hughes.
234	How to Know The Wild Flowers.	Dana.
235	Eclectic Physical Geography.	Hinnman.
236	Elementary Meteorology.	Davis.
237	The Realm of Nature.	<u>M</u> i l \
238	Sea and Land.	Shaler.
239	Methods of Mind Training.	Aikers.
240	First Book in Geology.	Shale To
241	The Psychology of Number.	McLellan & Duve 💌
242	Physiography.	T. H. Huxle 🔼

SCHOOL BOARD, 1895.

DAVID L. PARKER, Mayor, Chairman, ex officio.

FRANK A. MILLIKEN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.

OLIVER PRESCOTT, JR., President of the Common Council, ex officio.

Ward 1-George W. Hillman, Louis Z. Normandin, Anna R. Borden.

Ward 2-Isaac B. Tompkins, Jr., Frank A. Milliken, Edward T. Tucker.

Ward 3-William R. Channing, William H. Pitman, Stephen H. Shepherd.

Ward 4—Ada W. Tillinghast, Seth W. Godfrey, George H. Batchelor. Ward 5—Jonathan Howland, Jr., Sylvia B. Knowlton, Robert W. Taber.

Ward 6-Betsey B. Winslow, Francis M. Kennedy, Joseph C. Pothier.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

The first named on each standing committee is Chairman of the same.

- On High School—Pitman, Howland, Miss Winslow, Mrs. Borden, Tompkins, Shepherd, Batchelor, Channing, Milliken.
- On Grammar Schools—Tompkins, Pitman, Howland, Mrs. Borden, Milliken, Taber, Channing, Mrs. Knowlton, Shepherd.
- On Primary Schools-Shepherd, Tompkins, Miss Winslow, Mrs. Borden, Kennedy, Godfrey, Channing, Tucker, Taber.
- On Ungraded Schools—Mrs. Borden, Howland, Godfrey, Pothier, Taber, Tucker, Normandin, Mrs. Tillinghast.
- On Training School-Milliken, Pitman, Kennedy, Miss Winslow, Channing, Pothier, Mrs. Knowlton, Hillman.
 - On Truants-Godfrey, Pothier, Normandin, Mrs. Tillinghast.
- On Evening Schools—Kennedy, Hillman, Godfrey, Tucker, Pothier, Normandin, Mrs. Knowlton, Mrs. Tillinghast.
- On Music—Batchelor, Mrs. Borden, Godfrey, Shepherd, Taber, Pothier, Normandin, Mrs. Knowlton.
- On Manual Training-Hillman, Miss Winslow, Batchelor, Kennedy, Godfrey, Tucker, Normandiu, Mrs. Knowlton.

On Examination of Teachers-Miss Winslow, Mrs. Borden, Tucker, Batchelor, Mrs. Tillinghast.

On Text Books—Pitman, Kennedy, Milliken, Pothier, Tucker, Mrs. Knowlton, Mrs. Tillinghast, Hillman.

On Expenditures—Howland, Tompkins, Pitman, Shepherd, Kennedy, Milliken, Taber, Channing, Prescott.

On Howland Fund—Tompkins, Howland, Pitman, Shepherd, Kennedy, Milliken, Channing, Hillman, Prescott.

On Rules-Taber, Tucker, Pothier, Batchelor, Hillman.

SCHOOL BOARD, 1896.

DAVID L. PARKER, Mayor, Chairman ex officio.

FRANK A. MILLIKEN, Vice-Chairman.

WHLLIAM E. HATCH, Secretary and Superintendent.
Office 133 William street.

office Hours, 8.30 to 9 A. M., 12.30 to 1 P. M. Saturdays, 9 to 9.30 A. M. HUR L. BLACKMER, President of the Common Council ex officio. tlar meetings of the Board, first Monday of each month at 7.30 P. M., except in s of January, August and September. In January and September, the meetill be held the Tuesday after the first Monday. In August no meeting of the will be held.

WARD ONE.

Name.	Place of Business.	Residence.	
H. Lowe, e W. Hillman,	925 Acushnet avenue,	931 Acushnet avenue. 1036 Acushnet avenue.	
Z. Normandin,	584 Purchase street,	586 Purchase street.	
	WARD TWO.		
rd T. Tucker,	258 Pleasant street,	258 Pleasant street.	
B. Tompkins, Jr.,		691 County street.	
. A. Milliken,	43 William street,	290 Pleasant street.	
	WARD THREE.		
en H. Shepherd,	Standard office,	154 Maxfield street.	
m R. Channing,	192 Union street,	53 Fifth street.	
.m H. Pitman,	Five Cents Savings Bank	k, 60 Chestnut street.	
	WARD FOUR.		
e H. Batchelor,	Institution for Savings,	187 Cottage street.	
V. Tillinghast,		37 Eighth street.	
V. Godfrey,		429 Union street.	
WARD FIVE.			
t W. Taber,	28 Pleasant street,	48 Fifth street.	
han Howland, Jr.,		54 Russell street.	
B. Knowlton,		348 Union street.	
	WARD SIX.		
ice R. Sherman, B. Winslow,	7 Leonard street,	248 County street. 315 County street.	
is M. Kennedy,	Eddy Building,	93 Washington street.	

EMMA M. ALMY, Superintendent's Clerk.

ARY C. POTTER, Assistant Clerk in Superintendent's Office, and Clerk at High School.

RY SMITH, Truant Officer, JAM A. BAKER, Truant Officer,

Office Hours, 12.30 to 1 P. M.; Saturdays, 9 to 9.30 A. M.

RGE K. DAMMON, Messenger and Truant Officer, 137 Smith street.

372 Cottage street.

214 Fourth street.

e of Superintendent of Schools open from 8.30 A. M. to 4.30 P. M., except Satur-Saturdays, from 9 A. M. to 11 A. M., 2 P. M. to 4 P. M.

STANDING COMMITTEES.

WILLIAM E. HATCH, Secretary.

The first named on each standing committee is Chairman of the same.

- On High School—Pitman, Howland, Winslow, Tompkins, Shepher Batchelor, Channing, Milliken, Knowlton.
- On Grammar Schools—Tompkins, Pitman, Howland, Milliken, Taber, Channing, Knowlton, Shepherd, Tillinghast.
- On Primary Schools—Shepherd, Tompkins, Winslow, Kennedy, Godfrey, Tucker, Taber, Tillinghast, Lowe.
- On Ungraded Schools—Tucker, Howland, Godfrey, Taber, Normandin, Tillinghast, Sherman, Lowe.
- On Training School—Milliken, Kennedy, Winslow, Knowlton, Hillman, Tillinghast, Batchelor.
 - On Truants-Godfrey, Normandin, Sherman, Lowe.
- On Evening Schools—Kennedy, Hillman, Godfrey, Tucker, Normandin, Knowlton, Tillinghast, Sherman, Lowe.
 - On Music-Batchelor, Godfrey, Shepherd, Taber, Knowlton.
- On Manual Training—Hillman, Winslow, Batchelor, Godfrey, Tucker, Normandin, Knowlton, Sherman, Lowe.
- On Examination of Teachers-Winslow, Tucker, Batchelor, Tilling-hast, Kennedy.
- On Text Books-Tillinghast, Kennedy, Milliken, Tucker, Knowlton, Hillman, Lowe.
- On Expenditures—Howland, Tompkins, Pitman, Shepherd, Kennedy, Milliken, Taber, Channing, Blackmer.
- On Howland Fund-Tompkins, Howland, Pitman, Shepherd, Kennedy, Milliken, Channing, Hillman, Blackmer.
 - On Rules-Taber, Tucker, Batchelor, Hillman, Sherman.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

FOR THE YEAR 1895.



Report of the Superintendent.

To the School Committee:

Ladies and Gentlemen:—I hereby submit to you my eighth annual report. It is the thirty-fifth of the series of Annual Reports of the Superintendent of Schools of the city. By a vote of your board, this report, together with that of the secretary, is to constitute the Annual Report of the School Committee.

ATTENDANCE OF PUPILS IN THE SCHOOLS OF THE CITY, INCLUDING PRIVATE AND PAROCHIAL.

The reports for the year show a large increase in the enrollment and attendance of pupils in the public schools. The reports from the private and parochial schools show quite an increase in the attendance upon them also. The gain in the public schools was much larger than the year before, being 434. The per cent. of attendance was a slight improvement over the preceding year, but the cases of tardiness and dismissal were more especially the cases of dismissal, which increased 6234.

The tardinesses and dismissals in the schools have been growing evils for several years. In certain rooms of the primary schools in the north and south parts of the city,

dismissals have been so numerous as to affect the work. The chief reason why so many pupils were dismissed in them was that the pupils might carry the dinners to members of their family who worked in the mills. The Board has suspended forenoon recesses in the primary schools during the winter months partly for this reason. Many pupils are dismissed in all the schools for various other causes; but no individual pupil asks as a rule to be dis missed oftener than once a week except to carry dinners or newspapers. The great mass of the pupils seldom ask to be dismissed, but many of them suffer from the fact that many of those regularly dismissed become drags upon their classes. Many cases of tardiness are caused by boys who go on milk routes and by children who are obliged to assist at home. These may be classed as excusable cases; but there are too many which are not excusable; and many parents are responsible for engendering bad habits in their children by excusing their unnecessary failings. The teachers are constantly being checkmated in their efforts to inculcate good habits in their pupils by the want of cooperation on the part of many parents.

I give in this connection a comparative statement of attendance in all the schools of the city for the year 1894 and 1895. On a preceding page of this report is given a tabulated statement of the attendance, tardinesses, dismissals and other items of interest in all the schools of the city.

PUBLIC SCHOOLS.

	1895.	1894.	Increase.
Enrollment of pupils,	7,860	7,426	434
Average number belonging,	6,005	5,751	254
Average daily attendance,	5,542	5,270	272
Per cent. of attendance,	92.3	91.8	.5
Number eases of tardiness,	16,003	15,893	110
Number cases dismissals.	38,184	31,950	6,234

PRIVATE AND PAROCHIAL SCHOOLS.

	1895.	1894.	Increase.
Enrollment of pupils,	2,978	2,852	126
Average number belonging,	2,525	2,472	53
Average daily attendance,	2,339	2,272	67
Per cent. of daily attendance.	92.6	92.3	.3

PUBLIC, PRIVATE AND PAROCHIAL SCHOOLS.

	1895.	1894.	Increase.
Enrollment of pupils,	10,838	10,278	560
Average number belonging,	8,530	8,223	307
Average daily attendance,	7,881	7,542	339
Per cent. of daily attendance.	92.4	92.1	.3

TRUANCY.

The Board has appointed an additional truant officer, William A. Baker, who entered upon the duties of his office last September. Prior to his appointment, one officer, Henry Smith, attended to the absenteeism in the day schools: the other, George K. Dammon, attended to the absenteeism in the evening schools and in addition was janitor of the School Committee rooms and Superintendent's office, attending in that capacity not only to the ordinary duties of a janitor, but receiving and distributing under the direction of the Superintendent all the books and supplies used in the schools; he also acted as messenger of the Board and the Superintendent. The attendance upon both the day and evening schools became so large, and the amount of books and supplies used grew to such proportions that neither of these men could perform adequately the duties required of them. The Board recognized this and appointed the additional officer. The city has been divided into two districts for the purpose of truant service and absenteeism, and Mr. Smith and Mr. Baker look after these matters in both the day and evening schools. Each day school is visited by one of these officers each school day, and they also see that the law is

enforced in regard to attendance of illiterates in the evening schools. They also perform truant service for the parochial schools, when such service is needed. The work is now being very satisfactorily performed, and few truants or other offenders against the school laws relating to attendance, escape their vigilance. Mr. Dammon is also appointed truant officer that he may act in case of necessity.

I have spoken so frequently in previous reports of the causes of truancy, that it is needless for me to repeat here what I have said. Notwithstanding all the efforts that are exerted by teachers and truant officers, the ratio of truants holds about the same as it has for some years. The schools are constantly being recruited by a large class of pupils over whom no wholesome home influence is exerted, many of whom also have not had the benefit of the training given in our lower schools. Their habits are bad before they enter our schools, and it is hard to train them into better ones. The primary causes of truancy and inexcusable absenteeism are the lack of proper home training and the latitude given to children by ignorant, weak, and sometimes debased parents.

I subjoin the reports of the officers for the past year.

REPORT OF HENRY SMITH, TRUANT OFFICER.

Schools visited,	1,330
Absences reported by teachers,	814
Absences without permission of parents,	129
Second offences,	29
Third offences,	17
Parents notified,	870
Taken to school from street,	15
Arrests,	12
Prosecutions,	13
On probation,	2
Sentenced to Truant school,	10
Visits to mills.	16
Violations of labor law,	5
Prosecutions for neglect in sending children to school,	1

REPORT OF WILLIAM A. BAKER, TRUANT OFFICER.

For September, October, November and December.	
Schools visited,	562
Absences reported by teachers.	417
Absences without permission of parents,	57
Second offences,	9
Third offences,	2
Parents notified,	441
Taken to school from street,	19
Arrests,	1
Prosecutions,	1
On probation,	1
Cases of tardiness investigated,	6
Visits to mills,	7
Violation of labor law,	0

REPORT OF GEORGE K. DAMMON, TRUANT OFFICER.

Visits to mills and mercantile establishments,	227
Cases of absences from evening schools investigated,	306
Visits to schools,	5
Violation of labor law,	3

LABOR LAWS AND EMPLOYMENT CERTIFICATES.

All children under sixteen years of age who wish to work in any mercantile or manufacturing establishment of the city are compelled to secure an employment ticket from the office of the Superintendent of Schools. This entails upon the office a great deal of labor in issuing the necessary tickets and recording them, and takes much time in making necessary explanations to those who are denied them. The laws also are somewhat complex, and are constantly being tinkered. Many who apply at the office for certificates, when refused, through ignorance of the laws blame the school authorities for the refusal.

I have reason to think that occasionally a parent makes false oath as to the age of his child, but I think also that the cases are rarer than is intimated by some critics. I am not inclined to doubt a parent's oath because a child appears younger than is claimed. The laws relating to school attendance, if really intended to bear equably upon all in the requirements for school attendance, need much amending. The laws do not now give due recognition to educational attainment, and they also leave too many loopholes for those who wish to evade the laws to do so.

Many more certificates were issued from the office this year than last, and some idea can be had of the work required in issuing them from the figures given below.

Number of certificates issued,		807
For the first time,	780	
Duplicate certificates,	27	807
Birthplaces of those to whom certificates were issued:		
United States,	314	
Canada,	226	
England,	117	
Western Islands,	70	
Ireland,	14	
Germany,	13	
Scotland,	10	
Belgium,	6	
Russia,	3	
France,	2	
Bohemia,	1	
Italy,	1	
Portugal,	1	
Norway,	1	
Prince Edward's Island,	1	780
Vacation certificates issued during the summer vacation,		159

THE ERECTION OF SCHOOL BUILDINGS AND THE SELECTION OF SITES FOR THEM.

While the average modern schoolhouse is a great improvement over its prototype, the ideal schoolhouse is yet a thing of the future. It is no uncommon sight in any of our cities to see an expensive schoolhouse constructed of fine materials, the creation of some well-known architect,

erected on a lot which it almost or entirely covers, surrounded by buildings which shut out the sunlight and wholesome air, the two primary requisites for the health and well-being of the hundreds of pupils housed therein. There are no playgrounds about this schoolhouse where the pupils may exercise their limbs in wholesome sport in suitable weather; therefore they must remain shut up until the close of school to be projected in mass upon the crowded streets in danger from passing teams or still more dangerous electric or cable cars. Or if this schoolhouse has a playground it is frequently much too small, or is damp and muddy much of the time, either from its low situation and lack of drainage, or want of proper preparation for the purpose which it is to subserve. There are many other types of modern schoolhouses and premises which are much more objectionable in their features than the one portrayed.

The site for a schoolhouse should be selected with great care and the number of pupils who are to be accommodated in the school should always be an important factor in determining the size of the lot. The site should be dry and free from unwholesome surroundings. In parts of Germany, borings are made in the soil where it is proposed to erect a schoolhouse to determine whether the land is suitable or not and if proven to be unfit, the site is rejected. Whoever heard of such a thing being done in this country? It is too frequently the case that a schoolhouse site is purchased because some one has some land he wishes to sell, or because it is cheap, and not because it is most suitable.

Sanitation should receive also much more consideration in the construction of schoolhouses than it does. It is true that some improvement has been made within a few years in this respect, but there is still by far too much construction that is based on guess work or theory rather than on scientific investigation. Why should not every city have an advisory board composed of leading physicians who should be consulted when new schoolhouses are to be built! What city would think of building a hospital and equipping it without the advice of leading medical authority? Is it wise to prevent disease, or to foster it, and attempt to cure it after it comes?

There has been a remarkable improvement made in the schoolhouses of our city within the past decade. Most of them compare favorably with those in the other cities of the Commonwealth. But like those of other cities there is considerable that may be criticised in them or in their surroundings.

Some of the older ones are still very poorly ventilated; the heating apparatus in others has proven inadequate, necessitating the closing of schools in them in very cold weather. And especially is there room for criticism in the selection of sites for some of them. The grounds of a number are far too small, and in one or two cases expensive schoolhouses have no playgrounds whatsoever, or at least have none worthy the name.

But the chief ground for criticism in the matter of school-buildings in our city is the delay in purchasing sites and erecting schoolhouses after the necessity for increased school accommodations has been clearly shown. Several hundred children are now housed in rented buildings and some of them have been there for two years. These temporary quarters, with all that can be done, are not proper places for schools to be held. They are not properly lighted or ventilated and are not properly situated: but they are as good as could be secured in the district where they were needed. Two schoolhouses now in process of erection will relieve the overflow in one section. One of these schoolhouses was asked for by the School Committee three years ago. At the same time the Committee asked that a

lot be purchased in the southwest part of the city and plans secured for the erection of a building there. As yet not even a lot has been secured although one class of the Dartmouth street school children is housed in a store, and there are now thirty-five more children in the lowest grades of the I. W. Benjamin school than there are seats in these rooms. I doubt the expediency of the past policy of our city in failing to provide school accommodations as fast as required, while children are housed in rented buildings unsuitable in many respects, and for which a large rental is usually demanded. That it is the policy of many other cities, some of which carry it to a greater extent than is done here, is no argument in its favor.

THE ELEMENTARY SCHOOLS.

Schools are presumably doing what they are designed to do when they are awakening and stimulating the imagination of the pupils, teaching them to observe the phenomina by which they are surrounded, training their memory, judgment and reason, cultivating in them a proper moral and religious sense, which is the source of character, and imparting such knowledge as will be of use to them in both their present and future lives. Schools which do not attempt to do each of these things are wanting in an essential degree.

The teachers in our schools are working along all these lines, and with due allowance for the limitations with which all schools are circumscribed I feel that they are meeting with good success. Pupils from the day of their entrance to school are taught to observe, to state the results of their observations, and later to record these observations in sentence, story, and drawings. Their imagination is stimulated by legend, song and picture; their memory, reason and judgment are constantly trained by

suitable exercises; they are taught obedience to law, love of country, habits of neatness and order, self respect and respect for the rights of others; by readings from the scriptures each morning and in many other ways as occasion serves from day to day they are taught to reverence their God and his works.

The course of study is varied in its subjects ranging as it does from the study of the vernacular to the interpretation of nature's laws and the underlying principles of art and music; from roaming in classic literature to the arts of sewing, cooking and wood-working.

Are all these things done well? Yes, fairly well; by some teachers it is true better than by others, but in most rooms as well done as can reasonably be expected under present conditions.

There has been but one change during the year in the subjects taught or in the general methods of teaching, and that was the change made in the teaching of penmanship. Vertical penmanship was introduced into all the schools at the beginning of the fall term. While it is yet too early to speak authoritatively of the result, I have no hesitation in saying that the legibility of the hand-writing of the pupils has already improved wonderfully, and they seem to acquire the art much easier than with the slanting or Italian style. I am quite sure also from my observations that the position required of pupils in writing by the vertical method is better for them physically than in the slanting method, although pupils will assume injurious positions in writing by the vertical method if teachers permit.

The departmental plan of teaching, adopted in the grammar grades the previous year, has been continued, and I think better results are obtained on the whole than under the previous plan. As our departmental work is on a much modified plan from the plan tried elsewhere—be-

ing confined to grades—specialization of work is accomplished in a measure, and at the same time a teacher does not instruct so great a number of pupils that she cannot know them well if she desires to do so.

The manual training for the boys of the three upper grammar grades begun the year before, has been continued and with marked success. It is not only popular with the boys, but gives them a most valuable mental training. A volunteer class from the High school has been in attendance since September, continuing in this way the work begun by them when in the grammar schools.

The cooking school continues successful under the new teacher. This course although popular with most of the girls is not so universally so as the manual training department is with the boys. But I am convinced that the instruction is not only valuable in its humanitarian effects but as a means of pure mental discipline. Volunteer classes from the High school also attend this school.

The experiment is being tried of closing one of the outlying schools and transporting the pupils into the graded schools of the centre. The Plainville school was chosen for the trial as that was the smallest of the outlying schools and the resignation of the teacher of the school gave a good opportunity for the trial. The pupils have made marked advance since coming in to the graded schools, and this fact is recognized by their parents. Some complaints have been made from time to time in regard to the arrangements for transportation, and I am sure if any demand is made to return to the old plan it will be from dissatisfaction with the faults of transportation and because provision is not made whereby the pupils may be suitably cared for in the noon recess. The Rockdale school was closed for a short time also and the pupils given opportunity to attend the graded schools. But the parents of that district declined to give the plan a fair trial and the school

was reopened. I still believe that with a proper system of transportation and with suitable arrangements for the children during the noon hour that the pupils of the outlying schools, if they were brought into the central graded schools, would be more regular in their attendance, their training and instruction would be better and the attrition with the children of the larger schools would be most beneficial for them.

Several of the grammar and primary schools have become so crowded that it has become necessary to rent outside quarters for several classes. This is most unfortunate for several reasons. The rooms, although the best that could be secured are far from what schoolrooms should be. The pupils are removed from the supervision of their principals and the teachers in a great measure from the coöperation and assistance of their principals and fellow teachers. Two grammar classes are quartered in the Hacienda building on Acushnet avenue; two primary classes occupy the vestry of a church on Weld street and one a store at the corner of Cottage and Allen streets. When the new buildings under process of construction in the north part of the city are completed four of these classes will again be in proper quarters. When the overflow from Dartmouth street school will be provided for is yet not apparent. The I. W. Benjamin school is now overcrowded in the lower grades also and must be relieved soon.

The Mill schools are fuller than ever before. The four classes now number about 175 pupils. The two which have occupied two rooms in the Merrimac street schoolhouse have been compelled to move during the year to make room for the primary pupils in that section and are now quartered in two rooms in the Hacienda building. These rooms are not large enough for these schools and are unsuitable in shape for school purposes and poorly

lighted. The teachers labor under great disadvantages in conducting their schools in them but no relief can come until next fall. I have spoken elsewhere of this short-sighted policy of not keeping apace with the growth of the city in erecting schoolhouses.

I give in this connection a table which shows the per cent. of promotions in all the grades of the schools the past year. It seems to me that the per cent. of non-promotions in some grades and in certain schools is too large. That there are so many non-promotions in the first grade is due principally to the fact that classes are admitted three times each year; very few of those admitted in January or April are advanced until the following year. It is very easy for a child to lose a year in his course by not being advanced as fast as he should be. Some special promotions are made each year but not as many as I wish there were. I am inclined to think that semi-annual promotions would benefit the schools; certainly many bright pupils would be given a better opportunity thereby.

PER CENT. OF PROMOTIONS IN THE ELEMENTARY SCHOOLS.

	9th Grade	8th Grade	7th Grade	6th Grade	5th Grade	4th Grade	3rd Grade	2nd Grade	1st Grade
Fifth street,	83.3	98.7	91.5	89.5	92.4	i			
Middle street,	79.3	82.2	89.5	97.3	88.5				
Parker street.	80.4	77.9	84.2	83.8	78	1			
l'hompson street,			96.1	88.2	91.4			1	}
Harrington,	İ	! 		75.8	74	80.8	77.6	80.7	50
Acushnet avenue,					l	94.7	90	87.5	50.7
[. W. Benjamin,	1 1		1		!	90.2	82.5	85.8	60.4
Cedar street,	!		:		I	70.6	85.4	78.6	
Cedar Grove street,			100	92.3	80.5	65.3	80.3	83.7	51.7
Cannonville,						100	92.3	100	57
Dartmouth street,	1 1					96.6	92.6	91.2	46.7
Thomas A. Greene,						89.3	87.7	92.6	41.7
Sylvia Ann Howland,						84.6	84.2	84.8	57.6
Linden street,						60.8	75	77.3	39.2
Merrimac street.			l i			66.6	80.9	80.8	45
Maxfield street,	'			'		90.3	91.4	89.5	73.3

I give also in connection a weekly schedule of time for the different branches taught in the elementary schools. This schedule is subject to change from time to time.

וופטול הוויים היהחום היהחום לושפנו	Ĭ	DURS	EACH	HOURS EACH WEEK.	اندا	
Moral Training (Opening exercises)	1	_		-	_	Twelve minutes each morning.
Physical Training	13.	14	14	-	-	Twelve to eighteen minutes each day.
Reading and Memory Gems	\$	44	4	3.5	34	
O Arithmetic (Written and Mental)	7	4	4	34	34	-
Language (including Composition and Spelling)	4	4	4	4	4	
Geography	m	က	₹.	2	1	
U. S. History and Civics	 			e	7	
Drawing	<u>-</u> 5	14	14	14	1.5	Three half-hour periods each week.
Music (Singing)	_	-	-	1	_	Ten minutes periods, with one longer period with Supervisor.
Elementary Science (including Physiology)	- 5	1.5	14	14	14	Three half-hour periods.
Penmanship	-	-	1	-	1	Two half-hour periods each week.
Manual Training (including Sewing, Cooking, Woodworking)	#	#	77	1.	#	Sewing, one period, one hour. Cooking and woodworking, half-day once in two weeks.
Literature			***	***		
Totals	28	18	22	ક્ષ	ĸ	

GRADES.	REMARKS.	WEEK.	1 1 1 Six minutes each morning.	100	lic.	Fifteen or twenty minute periods, according to	44	Fifteen or thirty minute periods, according to	1 1 Ten minute periods or longer in upper grades.	Fifteen or twenty minute periods, according to	1 One lesson a week.	14 14	34 34 tions or Indoor Gymnastics ten minutes both forenoon and afternoon.	
	-	EACH	4	<u> </u>	 	- - -	# # #	4 4 1	1 1 1	1 1 1	1	<u> </u>	 	
1	 	• : - · .		1-	م ا	-	- 	-61	1	1		13-	- - - - - - - - - - - - - - - - - - -	
YEAR 1895.	Weekly Time Schedule for Primary Grades.	NEW BEDFORD SCHOOLS.	Moral Training Opening exercises)	Reading	Numbers (Arithmetic)	Penmanship	(Spelling Language, including + Punctuation, (Capitalization, etc	Geography	Music (Singing)	Drawing	Manual Training (Sewing, etc.)	Elementary Science (including Physiology)	Recesses and Gymnastics	

THE HIGH SCHOOL.

In my report of the schools for the year 1894 I called attention to the fact that the High school instead of increasing was actually decreasing in numbers. The decrease the past year was greater even than for the preceding year. The following table shows the attendance upon the High school and upon all the schools for the eight years past. No accurate data are available farther back than 1888.

HIGH SCHOOL.

ALL THE SCHOOLS.

Enrollment.	Average membership.	Average attendance.	Enrollment.	Average membership.	Average attendance.
1888-466	329	311	5,477	3,988	3,652
1889-459	320	305	5,696	4,220	3,925
1890-477	332	315	5,853	4,609	4,099
1891–515	353	337	6,383	5,024	4,520
1892-507	367	349	6,713	5,379	4,822
1893-517	386	365	6,884	5,543	4,985
1894-510	356	341	7,426	5,751	5,269
1895-500	322	311	7,860	6,004	5,542

It is not my purpose to attempt an analysis of the causes which have produced this condition; but it seems to me to be a condition that warrants thorough investigation by the Board. It ought to be definitely determined whether the course in the High school fails to meet the wants of a large body of our citizens, or whether the methods of instruction and government in any great measure fail to command the confidence of many parents, or whether the causes lie wholly without the school. The fact confronts us that the average daily attendance in the past year was the same as it was eight years ago, 51 less than it was in 1893, and 30 less than in 1894. The attendance in the lower schools on the other hand during these eight years has increased 51.7 per cent. as shown above.

The policy of the Board has been as liberal toward the

school during the past year as during any—in fact the cost of the school per scholar was greater the past year than in any of the seven years next preceding. It is therefore not retrenchment that has affected the school.

Mr. Allen, the science teacher, was granted leave of absence in June for a year of study, and is now at John Hopkins University. Mr. Warren R. Smith, a graduate of Bowdoin College, and who had also taken the degree of Ph. D. from the Chicago University, was chosen to fill the vacancy for the year. Mr. Smith had also had some experience in teaching before coming here. He is filling the position most acceptably. Miss Mary E. Austin, teacher of history, was granted leave of absence for the greater part of the fall term that she might take a much needed rest. Just before the time for her to resume her duties she was taken ill, and will be absent for some months longer. Miss Charlotte M. Murkland, a graduate of Smith's College and our Training school, is filling the position in a most satisfactory manner. It is not a difficult matter to secure suitable teachers to fill positions in the schools for a vear or during a long leave of absence of a teacher, but when teachers are absent temporarily the school suffers. There seem to be no available substitutes just at present in the city for High school work.

The following statistics relating to the school are important and worth perusal:

Per cent, of promotions the past year by classes.

	4	•	•	
Senior,				100
Sub-Senior,				98.4
Junior,				81.8
Sub-Junior,				77.8

Number of pupils who have left school during year and causes therefor.

Causes increior.	Boys.	Girls.	Total.
Seniors,	1	4	5
Sub-Seniors,	4	7	11
Juniors,	12	7	19
Sub-Juniors,	12	15	27
Total,			 62
Causes for leaving.			
	Boys.	Girls.	Total.
Illness, eyes, etc.,	2	15	17
Moved from city,		4	4
Died,		1	1
To work,	9	2	11
Neglect of school work,	7	1	8
Not promoted,	6	1	7
Tuition pupil (expense),		1	1
Reasons unknown,	6	7	13
Total,			62

Graduates of 1895 pursuing advanced courses.

	Girls.	Boys.	Total.
College,	3	3	6
Normal school,	3	0	3
Swain school,	3	2	5
Harrington Training school,	8	0	8
Institute of Technology,	0	1	1
Kindergarten Training school,	1	0	1
Post Graduates in the High school,	6	1	7
	-		_
	24	7	31

Post graduates in the High school during 1895, now pursuing advanced courses.

. 0	Girls.	Boys.	Total.
College,	1	0	1
Harrington Training school,	3	0	3
			_
	4	0	4

Pupils entering the High school in September, 1895.

	Girls.	Boys.	Total.
From New Bedford public schools,	69	· 52	121
From other schools,	11	4	15
	80	56	136

Post graduates in the High school in 1895.

	Girls.	Boys.	Total.
From January to June,	2	Ò	2
From September to December,	10	1	11
	19	1	12

Intention of present pupils, concerning advanced courses. Classical course, (to enter College with Greek.)

	Girls:	Boys.	Total.
Senior class,	3	0	3
Sub-Senior class,	3	2	5
Junior class,	2	5	7
Sub-Junior class,	0	7	7
	_		_
	8	14	22

To enter College with Greek.

	Girls.	Boys.	Total.
Senior class,	4	3	7
Sub-Senior class,	3	5	8
Junior class,	4	3	7
Sub-Junior class,	12	11	23
	23	22	45

To enter Scientific, Medical or Law schools.

	Girls.	Boys.	Total.
Senior class,	0	6	6
Sub-Senior class.	0	2	2
Junior,	0	1	1
Sub-Junior class,	0	5	5
	_	_	_
	0	14	14

Intention of present pupils, concerning advanced courses. To enter the Harrington Training, or State Normal school.

	Girls.	Boys.	Total.
Senior class,	15	0	15
Sub-Senior class,	18	0	18
Junior class,	14	0	14
Sub-Junior class,	12	0	12
		_	
	59	O	59

THE HARRINGTON TRAINING SCHOOL FOR TEACHERS.

In my report last year I recommended to the Board that the normal and training course for teachers in the school be made two years long instead of one and a half years, and that classes be admitted and graduated once a year instead of twice as the custom then was. I gave then my reasons for recommending the changes.

The recommendations met with the approval of the Training School Committee, and, upon its endorsement, were adopted by the full Board. The regulations governing the school organization were also changed in several particulars to meet the new conditions, and the sections as amended now read as follows:

Chap. XIII, Sec. 1, amended Oct. 7, 1895:

The corps of teachers shall consist of a principal, a vice-principal, not less than four regular assistants, and not more than thirty pupil-teachers. The pupil-teachers shall be divided as nearly as possible into two classes of fifteen members each. No entering class shall consist of more than fifteen pupil-teachers. If the number of candidates who pass any examination shall exceed fifteen, the fifteen candidates only who rank highest in the examination shall be admitted; but the remainder, if any, shall have precedence in forming the next class over those who are successful candidates in a later examination. The length of the course shall be two school years.

Chap. XIII, Sec. 3, amended Oct. 7, 1895:

The two classes shall be known as the Senior and Junior. The Senior class shall be composed of those pupil-teachers who have already served one year in the school, and have been regularly promoted, and of those of have served two years and have failed of promotion; the Junior class, of those who have served no time in the school before admission to the class, and of those who have served one year and have failed of promotion.

Chap. XIII, Sec. 4, amended Oct. 7, 1895:

The pay of the pupil-teachers shall be as follows: Senior class at the rate of \$4 per week for actual service; the members of the Junior class shall serve without pay; but when any pupil-teacher shall be assigned for substitute duty she shall receive regular substitute pay for the grade of school in which she substitutes. When a pupil-teacher, is acting as substitute, her pay as a member of the training class shall cease.

Chap. XIII, Sec. 7, amended Oct. 7, 1895:

All substitutes in the regular schools shall be taken, when practicable, first, from the unassigned graduates of the school; second, from the Senior class. Requisitions for undergraduate substitutes shall be made upon the Superintendent of Schools by the principal or committee needing such substitutes.

Chap. XIII, Sec. 11, amended Oct. 7, 1895:

Examination of candidates for admission to the Training School shall be held in December of each year by the Committee on Examination of Teachers, public notice of which shall be given at least two weeks before the examination. (See Sec. 2.) No candidate shall be permitted to enter the Training School after the first week of the term, except by special vote of the Training School Committee.

The principal changes are these: The limit of the number of pupil-teachers who may form each class is raised from nine to fifteen; the course heretofore one and a half years long is made two years long; there are two classes where formerly there were three, and admissions and graduations are to occur but once a year instead of semi-annually as before; pupil-teachers are paid no salary the first year, but are paid four dollars a week for the senior year.

These are the principal changes; the change in regard to salary makes a pupil-teacher serve a half-year longer without pay than before, but pays her a dollar a week more than before for the first half-year of the senior-year. I am confident that lengthening the course to two years will give strength to the course, and relieve the pressure which heretofore came upon the principals in the normal work.

At times one hears the criticism that too much preparation is required of teachers by the School Board and sometimes a pupil-teacher or her friends feel that she has to work harder than she should. To the first criticism I would reply that it must be made in ignorance of what the duties of a teacher are and of the training necessary for one to perform them with justice to the children who are to be taught and trained by her. There is but one way to have good teachers and good teachers are those who bring to their work not only the right spirit but the right preparation. To the second criticism I would say that a pupil-teacher who comes to the school equipped physically and mentally as she should be will not find the work too taxing unless she is attempting too much in some direction outside the school. Too many candidates come to the school with weak constitutions and weak in their mental training and acquirements. Especially is it true of their physical condition. I am quite sure a physical examination should be required of candidates as well as the mental one now given. Too many of our new recruits to the teaching corps of to-day are physically unfit to undertake the duties of a teacher.

Again I am sure that the young ladies of the city who attend the Training school should be grateful to the city for providing it for them. Trained teachers are demanded now by an enlightened public opinion, and no progressive city or town will employ untrained teachers, if it can be helped. Now our city comes forward and offers a good training to those who wish to be teachers, and pays them

for half the time they are getting it. It is true that it is done largely for self-protection, but not wholly. The salaries paid here and the advantages offered in the city will command either teachers of training or of successful experience from abroad. But, instead of pursuing the policy of going outside for teachers or requiring those young ladies or young men in the city who wish to teach to go to a normal school, the city establishes a Training School, and pays candidates for service while they are attending it. It also gives the graduates from the school preference over all other candidates in appointments to the elementary grades, or even the High school if other requirements have been complied with. So I say that those who attend this school as pupil-teachers have cause to be grateful to the city for providing it, and should not regard it in the light of a hardship to attend it.

The school has labored under some disadvantage during part of the year by reason of the absence of the principal during the last three months of the year on account of illness, and from the demands made upon it for substitutes.

The vice-principal, Miss Braley, has charge of the school during the absence of the principal, who will not resume her duties until fall. A normal teacher will be required to assist the vice-principal during the long absence of the principal, and it would be very much better for the school if a normal teacher should be made a permanent feature of the school; then the principal and vice-principal would have ample time for supervision by being relieved of some of their normal work.

The interests of the children in the school were looked after, notwithstanding the disadvantages under which the school labored, two additional regular teachers, graduates of the school, being assigned there during the fall term. Miss Braley also by extra and incessant labor did double duty for several months with efficiency.

Each year this school adds to the strength of all the schools in the city and justifies its maintenance, and would, even though the cost was much greater than it is. I give below some statistics in regard to the pupil-teachers.

HARRINGTON TRAINING SCHOOL.

STATISTICS FOR THE YEAR 1895.

Pupil-teachers enrolled during the year,	32
Pupil-teachers admitted February, 1895,	5
Pupil-teachers admitted September, 1895,	9
Pupil-teachers graduated during the year,	11
Pupil-teachers resigned during the year,	2
Pupil-teachers in senior class, December, 1895,	4
Pupil-teachers in junior class, December, 1895,	5
Pupil-teachers in sub-junior class, December, 1895,	8
Days substituting by pupil-teachers,	189
Days absence for other causes,	161

GRADUATES.

FEBRUARY, 1895.

Sophia Thomas Anthony, Lucia Ella Bliss, Lila Damon Haney, Elizabeth Dexter Hicks, Ruth Emily Howland, Laura Clarke Mc Cabe, Sarah Peckham, Harriet Augusta Taylor.

JUNE, 1895.

Gillian May Gordon,

Charlotte Marie Murkland, Esther Warren Paul.

THE EVENING SCHOOLS.

The enrollment in these schools has been the largest in their history, but the average membership was smaller than for 1894. The enrollment was 2725 divided as follows: 1816 males, 909 females; the average membership was 1069 and the average nightly attendance was 849. So while the per cent. of nightly attendance compared with the average membership was 79.6, the percent. compared with the enrollment was but 31.

The difference between the enrollment and the average attendance is not so great as actually appears, as figures of attendance as usually compiled, embrace parts of two school years. It is, however, larger than it should be. There is the greatest difference between the enrollment and attendance in the Parker street school, and next in order comes the Merrimac street. These schools fail to to hold their pupils as well as the others, but I do not recognize clearly the cause. One reason I think is that they have a larger proportion of those who are not illiterates who enter them. Illiterates are compelled by law to attend evening schools, others are not; and the latter as a rule do not attend regularly and many drop out after a short attendance.

To make the evening schools more attractive to others than illiterates, they must supply better the practical needs of those who desire to improve their condition, and have not time during the day for that purpose. An evening drawing school is maintained and has been for many years, and at an expense per pupil, considering the hours given, as great as the High school. Why should money be spent freely in this line and not in others? Why not manual training evening schools where the drawings may be worked out in metal and wood? Why not evening cooking schools? They surely are needed. Why not evening schools for stenography and typewriting as well?

TEACHERS.

There are now connected with the day schools of the city under pay 172 teachers. Of these seven are teachers or supervisors of special subjects, two are special assistants, and nine are pupil-teachers in the Training school who are paid four dollars a week. There are also seven pupil-

teachers who are serving without pay, making a grand total of 179 teachers employed in the day schools. At the close of the fall term 65 teachers were employed in the evening schools most of whom were day school teachers, but making the number of teachers employed by the city in various capacities at the close of the fall term 244.

There were thirteen resignations during the year. Four of which were requested by the Board on account of unsatisfactory service, and the others resigned to accept more lucrative positions elsewhere or for other personal reasons. There was one death in the corps, that of Miss Mary B. White, which is noted elsewhere in this report. There were twenty-one appointments. Seven of these were graduates of the Harrington Training school and fourteen graduates of college or normal schools and teachers of successful experience. Several teachers were absent on leave, in periods varying from a month to a year, chiefly on account of sickness; the average absence of teachers has been more than four a day. All these absences require the employment of substitutes.

It has been no easy task to find suitable teachers for all vacancies occuring and for the new rooms opened. For in a number of instances it has been necessary to fill positions after our, and all the other schools were in operation. Our Training school furnishes many excellent teachers who are well trained for their work, but not enough. Perhaps it is well that we are obliged to seek teachers elsewhere. Teachers coming from out of the city bring in new ideas, other experiences, and give added strength and vitality to any corps, howsoever good it may be, but whose experience lies wholly within their own city. The new appointments as a whole are doing good work.

The strength of a school system must depend chiefly upon its teaching force. If all, or even the great majority

of the teachers in it, are well educated, well trained, of high character and earnest purpose its results will be good, although the methods used are not the most advanced or the appliances perhaps not the latest. I sometimes think that in these days too much emphasis is placed on methods and too little on the personalities of the teachers themselves. Good methods are desirable but it should never be forgotten that the personal influence of the teachers counts for more. It is therefore the duty of teachers to be forceful examples to their pupils. They should be well informed, for every lesson draws upon the richness of their knowledge; their acquaintance with good books should be extensive, that they may influence and direct the reading of their pupils; their manners and even their dress are potent for good or otherwise, for children are sharp critics and easily influenced, and rude manners and untidy habits on the part of teachers have more influence than dissertations on politeness and habits of neatness. And more than all teachers should be persons of manly or womanly character whose daily acts are devoid of everyhing that would lessen in any degree the respect and regard of their pupils. Is this last too much to expect? It is within the reach of every teacher howsoever humble.

Last year in my report I recommended the placing of satisfactory teachers who had taught three years or more on the permanent list of teachers. I am pleased to be able to say that those of the primary corps who have taught three years have been so placed, and many of those in other departments I trust will soon be. Those who have been so dignified certainly cannot do less than to show by still greater earnestness of purpose in their work, their appreciation of the renewed trust placed in them by the Board. I am sure they will.

I subjoin the names of all those who have resigned, been appointed, transferred or absent on leave during the year.

APPOINTMENTS.

Nelson Freeman, Evangeline Hathaway, Clara M. Woodward. Anna J. Billings, Alice J. Lawrence, Elizabeth D. Hicks, Harriet A. Taylor, Esther Paul, Julia A. Ellis, Ella M. Robinson, Anna H. Doolittle, Lida J. Brightman, Ruth E. Howland, Lila D. Haney, Laura C. McCabe, Alice Winchester, Fannie M. Clark, Louisa M. Newhall, Minnie C. Ritter, Gillian M. Gordon, S. Agnes Donham,

Francis J. Heavens,

Emma A. Gilman, Sarah H. Hewins,

Lena B. Hamblin,

Mary J. Eldridge,

Elizabeth S. Foster,

Florence A. Chaffin,

Grace Greenwood,

Anna J. Billings,

Flora E. Estes.

Helen Ring,

Grace Covell,

Katharine N. Lapham,

Principal Parker Street Grammar school. Principal Thompson Street school. Aissistant Cedar Grove Street Grammar school. Assistant Cedar Grove Street Grammar school. Assistant Thompson Street school. Harrington Training school. Harrington Training school. Linden Street Primary school. Thomas A. Greene Primary school. Merrimac Street Primary school. Merrimac Street Primary school. Thomas A. Greene, Primary school. Thomas A. Greene Primary school. Thomas A. Greene Primary school. Cedar Grove Street Primary school. Cedar Grove Street Primary school. Cedar Grove Street Primary school. Cedar Grove Street Primary school. Cedar Grove Street Primary school. Cedar Grove Street Primary school. Cooking school.

RESIGNATIONS.

Principal Parker Street Grammar school.
Principal Thompson Street Grammar school.
Assistant Middle Street Grammar school.
Assistant Middle Street Grammar school.
Principal Merrimac Street Primary school.
Assistant Thompson Street school.
Thomas A. Greene Primary school.
Cedar Grove Street Primary school.
Cedar Grove Street Primary school.
Cedar Grove Street Primary school.
Cedar Grove Street Primary school.
Cedar Grove Street Primary school.
Cooking Teacher.
Thompson Street Grammar school.

ABSENT ON LEAVE.

Mary E. Sturtevant, Mary E. Austin, Susan M. Tompkins, Sara H. Kelley, Josephine B. Stuart, Anna L. Jennings, Lucy B. Fish, Parker Street Grammar school.
High school.
I. W. Benjamin Primary school.
Dartmouth Street Primary school.
Harrington Training school.
Parker Street Grammar school.
Middle Street Grammar school.

TRANSFERS.

Lizzie E. Omey,
Willetta B. Nickerson,
Daisy M. Butts,
Lucia E. Bliss,
Lucia E. Bliss,
Anna J. Billings,
Elizabeth Bennett,
Ruth M. Tripp,
Sarah E. Kirwin,

from Cedar Grove Street to Middle St.
from Cedar Street to Middle Street.
from Thompson Street to Parker Street.
from Parker Street to Thompson Street.
from Thompson Street to Linden Street.
from Cedar Grove Street to Thompson St.
from Acushnet Avenue to Maxfield St.
from Cedar Grove Street to Cedar Street.
from I. W. Benjamin to Acushnet Ave.

TEMPORARY ASSISTANTS.

Annie L. Burbank, Sara L. Tallman, Clara B. Watson, Carrie A. Shaw, Alice P. Terry, Mary G. Fuller, Ethel S. Parker, Charlotte M. Murkland.

IN MEMORIAM.

On November 7th, Miss Mary B. White, a teacher in the schools of New Bedford for forty-two years, forty-one of which she had been Principal of the Maxfield Street school, died after a brief illness of one week. On November 1st she was in her school.

I have never known a teacher who was more devoted to her work than Miss White. Her school was always her first thought, and there was no sacrifice she was not willing to make to promote its best interests. She died, I think as she would have chosen to die, with her hand on the plough. It may well be said of her "Well done good and faithful servant."

The following resolutions were passed by the School Board upon the death of Miss White:

Resolved, That by the death of Miss Mary B. White, Principal of the Maxfield Street Primary school, this Board has been deprived of the services of a teacher remarkable for her ability as an instructor and for her conscientious fidelity to duty.

Resolved. That by her long life devoted to the pupils of the schools of this city, she set them an example of noble service which is the best instruction that could have been given them.

Resolved, That the sympathy of this Board is extended to the relatives of the deceased in their affliction.

Resolved, That these resolutions be spread upon the records of this Board, and copies be sent to the relatives of the deceased.

THE SYLVIA ANN HOWLAND FUND.

A large portion of the income of this fund is expended each year in the purchase of music books and musical instruments, and for their care. Reading and reference books take another large portion. The remainder is expended for apparatus, primary supplies of various kinds and periodicals for both pupils' and teachers' use.

There is no question but the schools of New Bedford have been, and would continue to be greatly benefited by the income from this fund if the present method of expending it should be continued. But conditions in relation to public schools have changed greatly since this fund first came into possession of the School Department, as well as public ideas concerning them. The school population has also trebled in size and changed much in its character, but the income is expended in about the same lines as at first.

Would it not be well to restrict the expenditure of this fund to three lines, possibly four? First, to establish and maintain in every schoolhouse libraries of reading and reference; second, to adorn every schoolroom with works of art in the lines laid out by the "School Art League," which is doing this for the schools in and about Boston; third, for the purchase and care of such musical instruments as would be really useful as an educative force in the schools. If this course was pursued for ten years I believe the schools of New Bedford would be greatly elevated. By having libraries of well selected books in every schoolhouse the pupils would naturally read the books in them under the proper encouragement of the teachers, and their taste for good literature fixed for life; brought into contact each day for years with harmonious surroundings and works of art an appreciation of the beautiful and refined would be created within them, and the foundation laid for future culture.

I cannot but feel that the income of this fund, although well used, is not used in the most effective way, and again I ask the Committee on the fund to give the suggestions its consideration.

CRITICISMS OF THE SCHOOLS.

The public schools everywhere are the subject of much criticism in these days. I do not suppose, however, that they have ever been free from it,—certainly not in my day and generation. I presume also, that they have deserved some of the criticism that has been bestowed upon them, and will continue to do so. Candid and just criticism is good for them, and should be welcomed by all intrusted with their administration whether School Boards or teachers. Such criticisms awaken thought and produce reforms if needed; but critics should bear in mind that it is easy to criticise and hard to create, and temper their criticisms with due recognition of the good that exists and have patience with slow-moving reforms.

One criticism that is often made is that the schools are lumbered with fads. This is an easy thing to say, but is it true? Some of these critics consider drawing a fad; others music, or manual training, or Latin, or almost anything which does not meet their views as to what shall be taught. Now few, if any subjects taught in the schools have been placed in the curriculum because they are the hobbys or whims of a few people, but from the earnest conviction on the part of many—even if mistaken convictions—that they are necessary to the proper development and training of the pupils who attend these schools. We live in days of rapid evolution, and there is more or less experimenting to meet new conditions. The schools may not be free from experiments but it is only by experience that some things can be settled and therefore experimenting

must be endured. But many of the changes that have been made in the curriculum of the schools are the results of an awakening in matters of education caused by a better knowledge of the laws of mental development, and from giving the child the recognition he should long ago have had. The revolution against the methods which held sway so long in matters of education was too long delayed, and it is the wonder of the thoughtful men and women of to-day how the old methods were permitted to dominate education so long.

Another criticism to which the schools are subject is that they are attempting to teach too many things. Surely the examination of the curriculum of studies in the schools of any of our cities would convince one that there is good foundation for this charge. How did this come about? And what is the remedy? The answer to the first question is not so difficult. To state it in general terms it is the attempt on the part of the schools to satisfy the different classes of persons who look at education from a different standpoint. As Prof. Putnam says, in his manual of Pedagogics, in speaking of education, "The philosopher looks at one aspect, the practical man looks at another aspect. The statesman takes one view and has regard to one end; the teacher of morals and religion takes a different view and has a different end. These aspects are not necessarily contradictory, but each man is naturally disposed to think his own view of more importance than any other, and occasionally some over-zealous partizan insists that his own peculiar view is the only rational and reasonable one."

Therefore the schools are attempting much, and under the present organization of most schools too much. But woe to the Superintendent and teacher who object to the introduction of almost any branch of instruction proposed by any considerable class of persons; they are considered unprogressive and their positions endangered. But the end is not yet reached, so far as the expansion of courses is concerned, and the proposed enrichment of the grammar school courses means other additions. Several cities in Massachusetts and elsewhere have already introduced the study of French, Latin and algebra in the lower schools. These, in the public schools at least, have hitherto been regarded as High school studies. In private schools where the ratio of teachers to the number of pupils is three or four times that of the public schools these studies have been taught at a much earlier age than in the public schools; but the greater number of teachers in the private schools permits more elective courses, and more elasticity is possible in them than in the public schools with the present organization of the latter.

And this brings me to the question of the remedy for the overcrowded courses. Either some studies must be kept out of the schools or there must be a readjustment of studies in them. Already several methods have been proposed: one is that of concentration; another is that of correlation or coördination.

Those who believe in the doctrine of concentration claim that all studies may be grouped into two classes; first, real, or thought studies; and second, formal studies which give form and expression to the ideas and truths found in the real studies. Reading, language, grammar, writing, drawing and all other branches used in the expression of thought in any form they call formal studies. They would select some real study, such as geography, as the centre of all instruction, and subordinate the formal studies completely to this. They believe that where a truth is discovered it will seek some form of expression, and therefore the child will spontaneously learn to talk, read and write. The study of pupils by this doctrine would be confined to the few real studies, and the formal studies would occupy no special time on the program.

Those who believe in the doctrine of coördination would arrange the various studies along two or three quite distinct lines, keeping each line in close touch with the others. One line of studies may be classed as humanistic and will include history, literature, and the like. The scientific subjects will constitute another line, and the mathematical another. The formal studies will be united with the others and not form a distinct group. In this way, it is claimed, all the objects of education will be attained.

The principle of coördination finds the more followers because it is the more practical and better adapted to large classes. It is already applied in a measure in the instruction in our schools, and will be more, as it becomes better understood by the teachers.

But I do not believe either the principle of concentration or coördination, if applied to the schools, will be a complete remedy for the overcrowded courses if every pupil is forced to take every study in the elementary schools. Elective courses are now provided in High schools. These will be extended into the lower schools. And it will be the right policy, for it will be an attempt to give each child the greatest possible opportunity by specializing his work at a still earlier age than in the High school. Already in those cities where the grammar course has been enriched, (as it is termed) some or all of the new studies have been made elective and special teachers employed to teach them. This policy of course means increased expenditure.

And this suggests another criticism that is made quite frequently that the schools are costing too much now.

Costing too much? How can the money of a municipality be better expended than in providing good schoolhouses, good teachers, and good appliances for work for its children? What money raised by taxation in its expenditure comes nearer the home and the vital interests of her citizens? Or in what other way shall her ignorant

native born as well as foreign born be so well prepared for citizenship? There is scarcely a city or town in this State or in any other of our states that will not spend more per pupil on its schools in twenty years, or even in less time, than it is doing now, and do it too by the free will of the people. Kindergartens will soon form a part of every good school system; elective courses will be provided and there will be further extension both in the practical branches and in those that relate more closely to the finer products of the mind.

There are other sins of omission or commission with which the schools are charged: for some they may be responsible and for others not. But certainly the schools ought not to be expected to do for the children what it is the duty of the home to do. Unfortunately there is a growing tendency to relegate to the school and the church too much of the moral and religious training of children and criticise them because they do not do it better. They should supplement the work of the home and not supplant it. It is true that about all the training some children get is obtained in the schools; but it should be possible to say this only of children of ignorant and debased parents; worthy parents should give no cause for it.

Respectfully submitted,
WILLIAM E. HATCH,
Superintendent of Schools.

LIST OF TEACHERS.

HIGH SCHOOL.

Summer street, between Mill and North streets.

Charles S. Moore, princ	cipal,	25 Seventh street,	8 2750
Chas. T. Bonney, Jr.,	sub-master,	121 Washington street,	1600
Charles R. Allen, scien	ce teacher,	absent for year.	
Warren R. Smith, tem.	science teacher	, 175 William street,	1500
Sarah D. Ottiwell,,	assistant,	184 Kempton street,	900
Elizabeth P. Briggs,	66	366 Union street,	900
Lydia J. Cranston,	"	129 Elm street,	900
Lucretia N. Smith,	66	72 Foster street,	900
Mabel W. Cleveland,		81 North street,	900
Mary E. Austin,	66	512 Kempton street,	900
Helen L. Hadley,	4.6	196 Grinnell street,	900
Emma K. Shaw,	66	72 High street,	900
Edmand E. Baudoin, n	nilitary inst'tor	, 303 County street,	300

GRAMMAR SCHOOLS.

FIFTH STREET:

Fifth street, corner of Russell street.

Grade.

	Allen F. Wood, principal,		111 Acushnet avenue,	\$ 1900
9	Lydia A. Macreading,	assistant,	17 Bonney street,	675
9	Emma B. McCullough,		300 Purchase street,	675
8	Mary E. Allen,	*6	25 Madison street,	600
8	Sarah E. Stoddard,	"	352 County street,	600
7	Emma A. McAfee,		63 Fifth street,	600
7	Mary W. Leymunion,	66	55 Hill street,	600
6	Annie C. Hart,		54 Fourth street,	600
6	Mary A. Kane,	"	127 Grinnell street,	600
5	Grace L. Carver,	• 6	147 Acushnet avenue,	600
5	Lottie M. Allen,	6.6	118 Fifth street,	500

SUPERINTENDENT'S REPORT.

MIDDLE STREET:

Summer street, between Elm and Middle streets.

Grade.

	George H. Tripp, principal,		Fairhaven,	\$ 1900
9		assistant,	215 Maxfield street,	675
9	Lucy F. Winchester,	"	Fairhaven,	675
8	Katharine Commerfor	d, "	Ashland street,	600
8	Etta M. Abbott,	46	233 Middle street,	600
7	Lizzie E. Omey,	66	63 Thomas street,	600
7	Julia C. Gifford,	"	18 Bedford street,	550
6	Helen McCoy,	66	3 North Ash street,	600
6	Willetta B. Nickerson,	٠.	3 North Ash street,	550
5	Clara S. Vincent,		233 Middle street,	600
5	Agnes J. Dunlap,	**	117 Hillman street,	600

PARKER STREET:

Parker street, near County.

	Nelson Freeman, principal,		87 State street,	\$ 1900
9	Anna L. Jennings,	assistant,	215 Maxfield street,	675
9	Julia F. Coombs,	"	134 Chestnut street,	675
8	Susan H. Lane,	**	64 Willis street,	600
8	Emma D. Larrabee,		14 Parker street,	600
7	Angenette Chase,	**	35 Dartmouth street,	600
7	Regina M. Paul,		29 Parker street,	600
6	Martha A. Hemenway,	66	17 Lincoln street,	600
6	May L. Petty,		22 Pope street,	600
6	Elizabeth B. Brightma	n. "·	14 Parker street,	600
5	Mariana N. Richmond,	•	34 High street,	600
5	Emily A. Delano,	**	East Freetown,	600
5	Daisy M. Butts,		116 Willis street.	600

GRAMMAR AND PRIMARY.

THOMPSON STREET:

Thompson street, corner of Crapo.

7	Evangeline Hathaway,	principal,	23 Seventh street,	\$1200
6			81 North street,	600
6	&5 Elizabeth M. Briggs,	66	351 County street,	500
õ	Mary A. Macy,		72 Bedford street,	600
5	Ethel S. Parker,	66	1 Lincoln street,	450
2	Angela F. Bowie,	"	111 Dartmouth street,	450
1	Annie L. Brownell,	66	15 Sherman street,	550
1	Alice J. Lawrence.		35 Eighth street.	550

CLARK STREET SCHOOL:

	· Located	in rented roo	oms at present.	
Grad				
5	Alice A. Richardson,		65 William street,	\$ 500
6	Clara M. Woodward,		21 Lincoln street,	600
Нав	RRINGTON TRAINING SO Court stree		Tremont street.	
	Josephine B. Stuart,	principal,	464 County street,	\$ 1500
	Anna W. Braley, vic	e-principal,	619 County street,	1200
	Belle Almy,	assistant,	201 Cottage street.	550
	Fannie M. Spooner,	"	70 Morgan street,	500
	Kate Moore,	66	105 Park street,	500
	Grace W. Russell,	"	152 Purchase street,	450
	Lizzie E. Hicks,	66	98 Hillman street,	450

PRIMARY SCHOOLS.

ACUSHNET AVENUE:

Acushnet avenue, near Grinnell street.

	Jane C. Thompson, pr	incipal,	25 Madison street,	\$ 750
4	Sarah E. Kirwin,	assistant,	101 South Sixth street,	550
4	Hattie L. Finlan,	66	186 County street,	550
3	Nellie A. Walker,	"	20 Seventh street,	550
3	Lida J. Brightman,	"	111 Acushnet avenue,	550
2	Caroline S. Silva,	**	81 Washington street,	550
2	Caroline (). Pierce,	66	1 Spruce street,	550
2 &	1 Julia M. Pilling,	6.	24 Seventh street,	500
1	Margaret H. Holmes,		661 County street,	550
1	Harriet L. Cornell,		151 Middle street,	500
1	Sarah A. Winslow,	"	315 County street,	55 0

I. W. BENJAMIN SCHOOL:

Division street, between Acushnet avenue and Second street.

	Jane E. Gilmore, principal,		245 Acushnet avenue,	\$ 800
4	Susan M. Tompkins,	assistant,	399 Union street,	550
4	Nellie W. Davis,	"	115 Summer street,	550
3	Dora A. DeWolf,	**	169 Middle street,	500
3	Marion H. Swasey,	4.6	Cor. County and Forest s	ts., 450
3	Lila D. Haney,	"	74 Mill street,	425
2	Alice A. Taylor,		299 County street,	550
2	Sophia T. Anthony,	••	182 Fourth street,	425
2	Eleanor V. Tripp,	**	12 Sherman street,	550
1	Annie C. O'Connor,	••	299 County street,	550
1	Mabel Bennett,	••	79 Chestnut street,	550
1	Julia A. Hunt,		108 Court street,	450
1	Emma L. Gartland,	••	51 Washington street,	500

CEDAR STREET:

Coder	atroot	corner	Λŧ	Maxfield	gtreet

Grade	•			
4	4 Annie S. Homer, principal,		117 Hillman street,	\$65 0
3	Bessie P. Pierce,	assistant,	130 Summer street,	550
2	Abby D. Whitney,	• 6	59 Hill street,	550
2	Annie L. Edwards,	"	62 North street,	550
1	Mabel L. Hathaway,	66	278 Mill street,	550
1	Ruth M. Tripp,	٠.	399 Union street,	450

CEDAR GROVE STREET:

Cedar Grove street, near Acushnet avenue.

	Maria B. Clark, princ	ipal,	131 Chestnut street,	\$ 850
4	Louise M. Newhall,	assistant,	42 Foster street,	550
4	Kate Sweet,	"	287 Kempton street,	550
4 & 3	3 Minnie C. Ritter,	"	54 Bonney street,	475
3	Isabella F. Winslow,	66	506 Purchase street,	550
3	Julia W. Corish,	66	86 Mill street,	450
3	Alice P. Winchester,	"	155 Main street, Fairhaven	, 500
2	Annie G. Brawley,	"	68 Walden street,	550
2	Edith K. Weeden,	66	614 County street,	550
2	Sarah Peckham,	66	106 Fourth street,	425
1	Gillian M. Gordon,	"	38 Fifth street,	400
1	Fannie M. Clarke,	66	180 Middle street,	400
1	Ruth E. Pease,		658 County street,	500
1	A. Gertrude Wheaton	1,	345 Cottage street,	500
1	Harriet A. Taylor,	66	114 Willis street,	425
1	Laura C. McCabe,	66	153 Grinnell street,	425

CANNONVILLE:

Rockdale avenue.

4 & 3 Adelaide J. McFarlin,	principal,	Cottage and Kempton sts	\$ 550
2 & 1 Florence A. Poole,		168 Mill street.	450

DARTMOUTH STREET:

Dartmouth street, corner Hickory street.

4	Isadore F. Eldridge,	principal,	44 Sherman street,	\$ 725
4	M. Eva Schwall,	assistant,	11 Bonney street,	550
3	Edith M. B. Taber,		82 Walden street,	550
3	Sarah E. Slade,	44	37 Allen street,	425
2	Nellie H. Cook,	44	Masonic Building,	550
2 & 1	Mary C. Barstow,	"	337 South Orchard street,	550
1	Annie F. Smith,	"	18 Bonney street,	550
1	Grace H. Potter,	66	100 Madison street,	550
1	Carrie W. Bliss,	"	38 Russell street,	400

LIST OF TEACHERS.

HIGH SCHOOL.

Summer street, between Mill and North streets.

Charles S. Moore, princ	ripal,	25 Seventh street,	82750
Chas. T. Bonney, Jr.,	sub-master,	121 Washington street,	1600
Charles R. Allen, scien	ce teacher,	absent for year.	
Warren R. Smith, tem.	science teacher,	175 William street,	1500
Sarah D. Ottiwell,,	assistant,	184 Kempton street,	900
Elizabeth P. Briggs,	66	366 Union street,	900
Lydia J. Cranston,		129 Elm street,	900
Lucretia N. Smith,	**	72 Foster street,	900
Mabel W. Cleveland,	**	81 North street,	900
Mary E. Austin,	66	512 Kempton street,	900
Helen L. Hadley,	**	196 Grinnell street,	900
Emma K. Shaw,	66	72 High street,	900
Edmand E. Baudoin, n	nilitary inst'tor,	303 County street,	300

GRAMMAR SCHOOLS.

FIFTH STREET:

Fifth street, corner of Russell street.

Grade.

	Allen F. Wood, principa	al,	111 Acushnet avenue,	8 1900
9	Lydia A. Macreading, a	ıssistant,	17 Bonney street,	675
9	Emma B. McCullough,		300 Purchase street,	675
8	Mary E. Allen,	*6	25 Madison street,	600
8	Sarah E. Stoddard,	6.	352 County street,	600
7	Emma A. McAfee,		63 Fifth street,	600
7	Mary W. Leymunion,	"	55 Hill street,	600
6	Annie C. Hart,		54 Fourth street,	600
6	Mary A. Kane,	"	127 Grinnell street,	600
5	Grace L. Carver,	• •	147 Acushnet avenue,	600
5	Lottie M. Allen,	"	118 Fifth street,	500

SUPERINTENDENT'S REPORT.

MIDDLE STREET:

Summer street, between Elm and Middle streets.

Grade.

	George H. Tripp, principal,		Fairhaven,	\$ 1900
9		assistant,	215 Maxfield street,	675
9	Lucy F. Winchester,		Fairhaven,	675
8	Katharine Commerford	d, "	Ashland street,	600
8	Etta M. Abbott,	46	233 Middle street,	600
7	Lizzie E. Omey,	46	63 Thomas street,	600
7	Julia C. Gifford,		18 Bedford street,	550
6	Helen McCoy,	66	3 North Ash street,	600
6	Willetta B. Nickerson,	••	3 North Ash street,	550
5	Clara S. Vincent,	66	233 Middle street,	600
ð	Agnes J. Dunlap,	**	117 Hillman street,	600

PARKER STREET:

Parker street, near County.

Nelson Freeman, princi	ipal,	87 State street,	\$ 1900
Anna L. Jennings,	assistant,	215 Maxfield street,	675
Julia F. Coombs,	"	134 Chestnut street,	675
Susan H. Lane,	**	64 Willis street,	600
Emma D. Larrabee,		14 Parker street,	600
Angenette Chase,	**	35 Dartmouth street,	600
Regina M. Paul,		29 Parker street,	600
Martha A. Hemenway,	66	17 Lincoln street,	600
May L. Petty,	66	22 Pope street,	600
Elizabeth B. Brightman	ı, '·	14 Parker street,	600
Mariana N. Richmond,	"	34 High street,	600
Emily A. Delano,		East Freetown,	600
Daisy M. Butts,	• •	116 Willis street,	600
	Anna L. Jennings, Julia F. Coombs, Susan H. Laue, Emma D. Larrabee, Angenette Chase, Regina M. Paul, Martha A. Hemenway, May L. Petty, Elizabeth B. Brightman Mariana N. Richmond, Emily A. Delano,	Julia F. Coombs, Susan H. Lane, Emma D. Larrabee, Angenette Chase, Regina M. Paul, Martha A. Hemenway, May L. Petty, Elizabeth B. Brightman, Mariana N. Richmond, Emily A. Delano,	Anna L. Jennings, assistant, Julia F. Coombs, Susan H. Lane, Emma D. Larrabee, Angenette Chase, Regina M. Paul, Martha A. Hemenway, May L. Petty, Elizabeth B. Brightman, Mariana N. Richmond, Emily A. Delano, "215 Maxfield street, 14 Chestnut street, 35 Dartmouth street, 29 Parker street, 17 Lincoln street, 22 Pope street, 14 Parker street, 34 High street, East Freetown,

GRAMMAR AND PRIMARY.

THOMPSON STREET:

Thompson street, corner of Crapo.

7	Evangeline Hathaway,	principal,	23 Seventh street,	\$1200
6	Cora B. Cleveland,	assistant,	S1 North street,	600
6	&5 Elizabeth M. Briggs,	46	351 County street,	500
õ	Mary A. Macy,		72 Bedford street,	600
5	Ethel S. Parker,		1 Lincoln street,	450
2	Angela F. Bowie,		111 Dartmouth street,	450
1	Annie L. Brownell,		15 Sherman street,	550
1	Alice J. Lawrence,	• •	35 Eighth street,	550

CLARK STREET SCHOOL:

	Located	in rented roo	ms at present.	
Grad			•	
5	Alice A. Richardson,		65 William street,	\$ 500
6	Clara M. Woodward,		21 Lincoln street,	60 0
HAR	RRINGTON TRAINING SC Court street		Tremont street.	
	Josephine B. Stuart,	principal,	464 County street,	\$ 1500
	Anna W. Braley, vic	e-principal,	619 County street,	1200
	Belle Almy,	assistant,	201 Cottage street.	550
	Fannie M. Spooner,	"	70 Morgan street,	500
	Kate Moore,	"	105 Park street,	500
	Grace W. Russell,	"	152 Purchase street,	450
	Lizzie E. Hicks,	"	98 Hillman street,	450

PRIMARY SCHOOLS.

ACUSHNET AVENUE:

Acushnet avenue, near Grinnell street.

	Jane C. Thompson, pr	incipal,	25 Madison street,	\$ 750
4	Sarah E. Kirwin,	assistant,	101 South Sixth street,	550
4	Hattie L. Finlan,	6.	186 County street,	550
3	Nellie A. Walker,	"	20 Seventh street,	550
3	Lida J. Brightman,	66	111 Acushnet avenue,	550
2	Caroline S. Silva,		81 Washington street,	550
2	Caroline O. Pierce,	"	1 Spruce street,	550
28	t 1 Julia M. Pilling,		24 Seventh street,	500
1	Margaret H. Holmes,	"	661 County street,	550
1	Harriet L. Cornell,		151 Middle street,	500
1	Sarah A. Winslow,	66	315 County street,	550

I. W. BENJAMIN SCHOOL:

Division street, between Acushnet avenue and Second street.

	Jane E. Gilmore, principal,		245 Acushnet avenue,	\$800
4	Susan M. Tompkins,	assistant,	399 Union street,	550
4	Nellie W. Davis,	66	115 Summer street,	550
3	Dora A. DeWolf,		169 Middle street,	500
3	Marion H. Swasey,		Cor. County and Forest s	ts., 450
3	Lila D. Haney,	"	74 Mill street,	425
2	Alice A. Taylor,	**	299 County street,	550
2	Sophia T. Anthony,		182 Fourth street,	425
2	Eleanor V. Tripp.		12 Sherman street,	550
1	Annie C. O'Connor,	••	299 County street,	550
1	Mabel Bennett,	••	79 Chestnut street,	550
1	Julia A. Hunt,	44	108 Court street,	450
i	Emma L. Gartland.		51 Washington street.	500

CEDAR STREET:

Cedar	street	corner	٥f	Maxfield	street.
Ceumr	MLTECL.	CHALLIEL	O1	Marieia	BUICEL.

Grade.				
4	Annie S. Homer, princ	cipal,	117 Hillman street,	\$650
3	Bessie P. Pierce,	assistant,	130 Summer street,	550
2	Abby D. Whitney,	**	59 Hill street,	550
2	Annie L. Edwards,	"	62 North street,	550
1	Mabel L. Hathaway,	44	278 Mill street,	550
1	Ruth M. Tripp,	٠.	399 Union street,	450

CEDAR GROVE STREET:

Cedar Grove street, near Acushnet avenue.

	Maria B. Clark, princ	ipal,	131 Chestnut street,	\$ 850
4	Louise M. Newhall,	assistant,	42 Foster street,	550
4	Kate Sweet,		287 Kempton street,	550
4 &	3 Minnie C. Ritter,	66	54 Bonney street,	475
3	Isabella F. Winslow,	66	506 Purchase street,	550
3	Julia W. Corish,	"	86 Mill street,	450
3	Alice P. Winchester,	66	155 Main street, Fairhaver	a, 500
2	Annie G. Brawley,	66	68 Walden street,	550
2	Edith K. Weeden,	66	614 County street,	550
2	Sarah Peckham,	"	106 Fourth street,	425
1	Gillian M. Gordon,	"	38 Fifth street,	400
1	Fannie M. Clarke,	66	180 Middle street,	400
1	Ruth E. Pease,		658 County street,	500
1	A. Gertrude Wheaton	. "	345 Cottage street,	500
1	Harriet A. Taylor,		114 Willis street,	425
1	Laura C. McCabe,	66	153 Grinnell street,	425

CANNONVILLE:

Rockdale avenue.

4 & 3 Adelaide J. McFarlin,	principal,	Cottage and Kempton sts.	, \$550
2 & 1 Florence A. Poole,	assistant,	168 Mill street,	450

DARTMOUTH STREET:

Dartmouth street, corner Hickory street.

4	Isadore F. Eldridge,	principal,	44 Sherman street,	\$ 725
4	M. Eva Schwall,	assistant,	11 Bonney street,	550
3	Edith M. B. Taber,	**	82 Walden street,	550
3	Sarah E. Slade,	**	37 Allen street,	425
2	Nellie H. Cook,	**	Masonic Building,	550
2&	Mary C. Barstow,	••	337 South Orchard street,	550
1	Annie F. Smith,		18 Bonney street,	550
1	Grace H. Potter,	**	100 Madison street,	550
1	Carrie W. Bliss,	66	38 Russell street,	400

THOMAS A. GREENE:

	Fourth stree	t, corner of	Madison street.	
Grade	в.			
4	Sarah H. Cranston, pri	incipal,	129 Elm street,	\$ 675
3	Caroline E. Bonney,	assistant,	52 Bonney street,	500
3	Eliza H. Sanford,		112 Fourth street,	550
2	Sarah E. Sears,	**	350 County street,	550
1	Lillie C. Tillinghast,	66	1 Lincoln street,	550
1	Annie L. Macreading,		17 Bonney street,	550
1	Ruth E. Howland,	"	Bonney street,	425
SYLV	IA ANN HOWLAND:			
	Pleasant street, bet	ween High	and Kempton streets.	
4	Carrie E. Footman, pri	incipal,	72 State street,	\$600
3	Mary J. Graham,	assistant,	12 Court street,	550
2	Helen J. Kirk,	"	27 Franklin street,	550
1	Amelia Lincoln,		87 Walden street,	550
Lind	EN STREET:			
	Linden str	eet, near A	shland street.	
4	Elizabeth P. Spooner,	principal,	129 Hillman street,	8650
. 3	Isabella Luscomb,			550

	4	Elizabeth P. Spooner,	principal,	129 Hillman street,	8650
•	3	Isabella Luscomb,	assistant,	245 Cedar street,	วีถื0
	2	Carrie L. Chapman,		Main street, Fairhaven,	550
	2 & 1	Lucia E. Bliss,		44 Chestnut street,	425
	Adv	1 & 1 Lucy S. Leach,	"	163 Maxfield street,	550
	1	Esther W. Paul,	••	29 Parker street,	400

MERRIMAC STREET:

Merrimac street, corner of State street.

1 Harriet S. Damon, pr	rincipal,	223 Pleasant street,	\$ 650
1 & 2 Anna H. Doolittle,	assistant,	271 Pleasant street,	550
3 Anna I. Dexter,	"	11 Franklin street.	550
3 Addie West,	46	232 Pleasant street,	550
3 & 4 Ella M. Robinson,	"	271 Pleasant street,	550
4 Julia A. Ellis,	"	34 Hillman street,	550

MAXFIELD STREET:

Maxfield street, corner of Pleasant street.

1	Elizabeth Bennett, p	rincipal,	46 State street,	\$600
2	Annie E. Pearce,	assistant,	151 Hillman street,	550
3	Clara C. M. Gage,	**	78 Mill street,	550
-1	Mary E. Pasho,		169 Grinnell street,	550

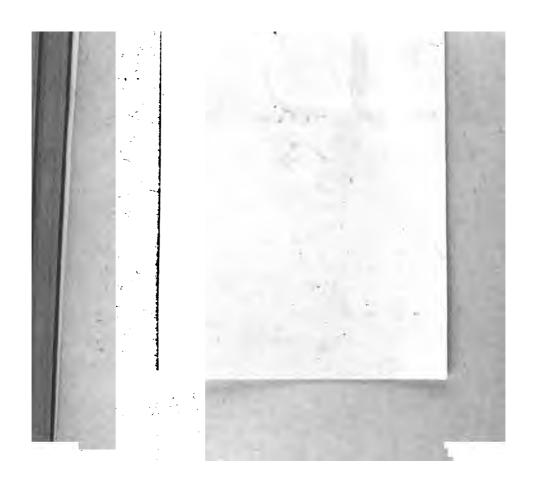
SUPERINTENDENT	r's REPORT.	93
COUNTRY SC	HOOLS.	
ACUSHNET:		
Charlotte C. Carr, principal, Belle B. Wheeler, assistant, Harriet N. Hyatt, "	56 Spring street, 2 Mt. Vernon street, Tarkiln Hill road,	\$700 600 500
CLARK'S POINT:	,	
Mary E. McAuliffe, principal, NORTH SCHOOL:	380 Purchase street,	\$ 550
Mary I. Ashley, principal, Mary G. Fuller, assistant,	Clifford, Clifford,	\$600 400
ROCKDALE:	,	
Lillian T. Thomas, principal,	661 County street,	\$ 550
MILL SCHO	OLS.	
North:		
In Hacienda building, A	cushnet avenue.	
Emma R. Wentworth, principal, Mary L. Hillman, assistant,	117 Hillman street, 81 Mill street,	\$ 682 4 50
South:		
In Thompson street so	chool building.	
Lucy J. Remington, principal, Ruby M. Tripp, assistant,	67 Fifth street, 407 Cedar street,	· \$682 450
SPECIAL TEA	CHERS.	
Drawing:		
Mary W. Gilbert, supervisor, Catherine M. Crabtree, assistant and teacher of drawing in	20 Seventh street,	\$ 1300
High school,	26 Seventh street,	800
Singing:		
F. H. Butterfield,	93 Willis street,	\$ 1900
Cooking:		
S. Agnes Donham,	226 Kempton street,	\$ 600
MANUAL TRAINING:		
Edwin R. King,	271 Pleasant street,	\$ 1200

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